

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

August 28, 2013

Kiptopeke Elementary NCES - 510271000555

Northampton County Public Schools

Transformation Toolkit

Key Indicators are shown in **RED**.

Transformation Toolkit

Strand A: Establishing and Orienting the District Transformation Team

Indicator	A1 - The LEA has an LEA transformation team. (879)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
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Evidence:	The division's transformation team consist of the following persons: the superintendent, assistant superintendent, the mentor teacher/Title 1 Specialist, the special education teacher. These persons also sit as active members on the school's transformation team. A schedule of all meetings for the year has been created and circulated to all members. Attendance at meetings is taken.
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Indicator	A2 - The LEA has assessed its LEA capacity to support transformation. (880)
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Status	Full Implementation
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Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
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Evidence:	<p>The LEA recognized its need to seek the assistance of a lead turnaround partner to assist with the task of turning around its elementary school. An internal lead has been designated to support the school in the turnaround process. A contract has been established with Edison Learning to provide turnaround support to the division for the next three years. The Vice President of Educational Services and a variety of curriculum specialists have been interviewed by the internal lead and the building principal. Two candidates have been acceptable as partners by the building administration.</p> <p>A diagnostic assessment has been completed of the high school. The division and school is awaiting the final report and recommendations.</p>
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Indicator	A3 - The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882)
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Status	Objective Met 6/5/2013 6/5/2013
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Assessment	Level of Development:		Initial: Limited Development 10/31/2011
			Objective Met - 06/05/2013 06/05/2013

	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>As the district organizes to perform the many mandates for public school operation various committees are formed (i.e., school improvement, comprehensive planning, standard dress, consolidated planning, teacher evaluation, etc.). The participation of parents, community people and business constituents is solicited to participate on all committees. The division's website is used to share vital documents.</p> <p>The LEA supports its schools by providing and realigning resources to support the instructional needs and efforts of the school as requested by the schools. Teachers within the division have the latest technology and programs that make the accessing and maintaining of student data much more manageable. As often as possible electronic versions of programs are adopted and implemented within the division.</p> <p>Teachers within the division maintain their grade books electronically. An electronic benchmarking program is used to assess student progress on SOL material. Immediate student results that identify specific skill deficits in an instant are provided. The data-cation program which will be used to retrieve student data from a variety of sources has been purchased for use at the elementary school.</p>	
Plan	Assigned to:	Annette Gray	
	How it will look when fully met:	<p>The district will include community and parent constituents in the school improvement process. Partnerships will be forged to help at all levels of school improvement. The monthly school board meeting and superintendent and board chats will continue to be used to share the progress being made with school improvement goals and objectives and to address other efforts.</p> <p>The district will ensure that buildings have the most up to date technology, training, and support to help them manage and communicate results from data as effectively as possible. SOL data will continue to be shared with buildings early in the summer when it is received. Benchmark targets for the upcoming year will be sat at this time.</p> <p>Division administration will assist principals with the monitoring of student data, in setting benchmarks and to realign resources to meet the needs of the students and teachers. Principals will be give the autonomy to incorporate research proven strategies and intervention as they move to improve schools.</p>	
	Target Date:	06/10/2012	
	Tasks:		

		1. The superintendent will share the progress of school improvement efforts at monthly school board meetings.	
		Assigned to:	Dr. Walter Clemons
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012
		Comments:	<p>9/14/2011 - At each school board meeting, the superintendent will update the board on school improvement topics. Edison Learning will present updates as well.</p> <p>01/11/2012 - Monthly updates are being provided to the school board. These updates have been provided for the month of October, November and December.</p> <p>02/22/2012 - Monthly updates continue to be provided to the school board regarding school improvement efforts.</p> <p>05/09/2012 - The superintendent provides monthly updates to the school board regarding the school improvement efforts within the division. As well, monthly updates are provided by Edison Learning on progress being made within the elementary school.</p>
		Task Completed:	06/10/2012
		2. The principal will inform his staff, students and parents of progress being made in school improvement through their quarterly newsletter.	
		Assigned to:	Gary McDonald
		Added date:	10/31/2011
		Target Completion Date:	05/30/2012
		Comments:	Dolphin Talk (School Newsletter) included a Principal's message. This paper was published 3 times this year with the Principal's message: October, December, and March.
		Task Completed:	05/30/2012
		3. The division will purchase the use of the Casenex software for use in organizing a variety of student data for quarterly reporting and for early identification of students who need interventions.	
		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	11/30/2011
		Comments:	<p>10/12/2011 - The CaseNex software has been purchased and was used to present the first quarter information in Indistar.</p> <p>02/06/2012 - The division data person is preparing Kiopetok Elementary School's data for a manual upload to Datacaton. It is anticipated that the data will be pulled directly from our data base, but if this is not possible, it will be uploaded to the Casenex site.</p>
		Task Completed:	02/06/2012
		4. Edison Learning will share the findings of the Diagnostic Assessment with building principals and division staff.	

		Assigned to:	Edison Learning
		Added date:	10/31/2011
		Target Completion Date:	11/15/2011
		Comments:	
		Task Completed:	12/01/2011
	5. The LEA, the building principal and staff will sit with Edison Learning to develop the school improvement plan for the 2011-2012 school year.		
		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	11/30/2011
		Comments:	<p>School Improvement Plans was drafted by the Principal and leadership team beginning in August 2011. The team met twice a month beginning in September 2011 to continue the development of the plan.</p> <p>The Curriculum/Instructional Specialist from Edison began attending Leadership meetings on December 14, 2011.</p> <p>The VPES for Edison began attending Leadership meetings on Jan. 11 2012 and quickly became an important part of the team.</p> <p>02/08/2012 - Mr. McDonald, his administrative staff and the VPES for Edison Learning have begun the drafting of objectives and tasks to be completed for school improvement. They have scheduled meetings to complete this process. Team met twice a month for 1 hour beginning Sept. 2011. On January 25, 2012, team began meeting for 90 minutes twice a month at the suggestion of EdisonLearning.</p>
		Task Completed:	06/10/2012
	6. The internal lead will monitor IStation data, benchmark data and Study Island data to identify interventions not producing successful results for students. Feedback from the weekly monitoring of data will be provided to principals.		
		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012
		Comments:	<p>02/06/2012 - Monthly data meetings occur with the principal of KES. IStation, benchmark data and Study Island data are reviewed. Intervention strategies are created as a result of data results.</p> <p>05/23/2012 - Weekly meetings are held with the administrative team at the elementary school. During these meetings the progress students are making in Istation, on benchmark assessments, classroom performance and interim performance are routinely discussed. Corrective plans of actions are created by teachers and shared with central administration during this weekly meeting.</p> <p>06/08/2012 - Quarterly all data is reviewed with the superintendent and the assistant. Strategies and corrective action plans are discussed with required paper documentation being required.</p>
		Task Completed:	06/10/2012

		7. The district will contract with external vendors to provide professional development in the area of math in an effort to improve outcomes for students. Consultants who have strong backgrounds in math will be hired to provide professional development to teachers.	
		Assigned to:	Annette Gray
		Added date:	01/01/2013
		Target Completion Date:	01/15/2013
		Comments:	<p>11/29/2012 - Contacted Bliss Education Consultants to discuss professional training for math teachers focused on ensuring that teachers understand the math standard and then provide them with some strategies to increase the level of rigor being presented to the students</p> <p>01/10/2013 - A consultant from Henrico County Virginia and the VDOE facilitator for the division co-presented a brief exercise on rigor and shared handouts prior to the 6th grade teachers reviewing and revising the 6th grade Math curriculum in an effort to generate activities that will increase the level of rigor for students.</p> <p>01/17/2013 - February 5,6,7,8 have been identified for professional development in the area of math provided by Bliss Education Consultants.</p> <p>3-1-2013 - Bliss Education Consultant spent 4 days providing professional development in the area of math with grades 3-6.</p>
		Task Completed:	03/01/2013
		8. The district will contract with Benchmark Literacy to provide ongoing professional development for teachers as they move to implement the new reading series adopted for use in the division.	
		Assigned to:	Lisa Sanders
		Added date:	01/01/2013
		Target Completion Date:	06/20/2013

		Comments:	<p>11/09/2012 - The teachers were provided a 2-day training in August to introduce them to the new reading series. Teachers were clearly overwhelmed with the content and openly expressed their frustration. The training was deliberately designed so as not to overwhelm which is why the focus for the training on that day centered on only two components of the reading series (whole group, Phonics/Word Study).</p> <p>On October 11 and October 12 follow up training was provided to the teachers in the division. The remaining components of the series was introduced to the teachers. The focus for the professional development sessions were to engage the teachers and administrators in research-based practices in the areas of guided reading, classroom management, and differentiated instruction strategies, to present strategies to help ALL students become critical readers, to provide in-depth information and analysis on literacy assessments, to use instructional technology to assist in the task of teaching students to read, to help teachers understand the need to develop routines and rituals for Benchmark Literacy. At the end of the second trainings, the teachers were feeling better, but not yet settled and comfortable.</p> <p>11/26/2012 - Additional trainings were organized and presented to teachers. Administration indicated that teachers continue to struggle with the implementation of the reading series. As a result, the next training will include classroom modeling for the teachers. The most difficult classrooms were selected for modeling. The presenter walked the teachers through the delivery of the reading content, implementing all components of the reading series. Teachers finally got it! They repeated shared that this was the most beneficial training of all.</p> <p>1/10/2013 - The KES administrator shared that teachers are implementing the reading series much better than before, but that they still would like to have follow up with the Benchmark Literacy trainer again. Steps will be taken to secure the services of the trainer for February or early March 2013</p>
		Task Completed:	01/11/2013
		9. The district will contract with external vendors to provide professional development in the area of differentiation (as suggested by building administrator).	
		Assigned to:	Elizabeth Fennell
		Added date:	01/01/2013
		Target Completion Date:	06/30/2013

		Comments:	<p>01/17/2013 - Requests for the use of external vendors have not been received from the building administration. They are currently using the resources provided through Edison Learning to address differentiation. As well, they are using the video library from PD 360 to individualize professional development for teachers. Finally, weekly, teachers participate in PLC meetings with building administration and Edison Learning.</p> <p>3/1/2013 - TTAC specialist have provided co-teaching training and planning embedded professional developed, once in January and once in February.</p> <p>3/15/2013 - The principal requested from the division provision for the math consultant to provide more time at Kiptopeke Elementary School.</p> <p>3/20/13 - Henrico consultant provided training entitled, "Power of One."</p> <p>4/17/13 - VA Beach consultants provided training entitled, "Engaging Every Learner."</p> <p>4/26/2013 - Additional support from the Math Specialist is being provided to KES. The math specialist provides assistance to teachers with planning and classroom instruction. She models and co-teaches with the instructor as needed. Additional time was requested by the principal.</p>
		Task Completed:	06/05/2013
		10. The LEA will meet weekly with the administrative team at KES to discuss school improvement efforts and to review specific student data for all students who have failed to meet academic benchmarks using a variety of data sources.	
		Assigned to:	Belinda Rippon
		Added date:	01/01/2013
		Target Completion Date:	06/30/2013

		Comments:	<p>1/17/2013 - The building administrative team meets weekly with the central office superintendent and the assistant superintendent on Wednesday. An agenda is prepared for these meetings. The focus of these meeting revolve around student performance and student outcomes. We review student report card performance, attendance, evaluate benchmark performance, AimsWeb data, and MAP data and teacher observation data. The administrative team must speak to specific students and what they are doing for students who are struggling.</p> <p>3/1/2013 - The building administrative team meets weekly with central office staff. This has become part of the school culture. The focus is on student performance and outcomes.</p> <p>4/10/13 - The building administrative team review teacher 45 day plans and corrective instruction plans to review the areas of deficit and the plans to address deficits. These plans are also presented to school board at monthly closed session meetings.</p> <p>5/15/13 - Final Corrective instruction plans for grades 3-6 in the areas of reading, math and 4th grade VA Studies and 5th grade Science were reviewed at School Board Meeting.</p>
		Task Completed:	05/20/2013
		11. The school will outline for the LEA a comprehensive plan for remediation and corrective teaching for students who have failed to make academic benchmarks. This plan will clearly delineate roles and responsibilities.	
		Assigned to:	Elizabeth Fennell
		Added date:	01/01/2013
		Target Completion Date:	01/07/2013
		Comments:	01/16/2013 - The administrative staff at KES outlined a Power Up intervention plan that targeted the specific weaknesses of students. The focus for this plan for the 5th grade will be writing. Teachers are provided additional support to assist with writing. Students will rotate from station to station to have specific needs addressed. Other grades will focus on addressing deficits exhibited from other data reports (PALS, eValue benchmark assessment, SOL, etc.)
		Task Completed:	01/16/2013
		12. Monthly, a summary of deficits identified through eValue as weaknesses for each grade level of students will be presented to the LEA for discussion at the weekly administrative meeting. (edisonlearning)	
		Assigned to:	Subrina Parker
		Added date:	01/01/2013
		Target Completion Date:	06/20/2013

		Comments:	10/16/12 - eValue trends and weaknesses reviewed with grade level teams during data meeting. 11/20-12 - eValue trends and weaknesses reviewed with grade level teams during data meeting. 1/15/13 - eValue trends and weaknesses reviewed with grade level teams during data meetings. 2/22/13 - Edison and the administrative team looked at summary strand print outs by question to identify trends and weaknesses to be addressed through the intervention process. 3/7/13 - eValue will no longer be used to assess students. Measuring Up Live will be the main data source for trends and weaknesses.
		Task Completed:	03/07/2013
		13. The LEA will assist the building in establishing a process and plan for developing Common Assessments across the division. A tool to be used for these assessments will be explored; a webinar or introduction to the new tool will be planned for principals. A decision related to what tool to use to assess students will be made by January 15, 2013.	
		Assigned to:	Annette Gray
		Added date:	01/01/2013
		Target Completion Date:	06/20/2013
		Comments:	12/11/2012 - The representative for Peoples Education was contacted to set up a webinar to explore the use of the Measuring Up assessment tool for the purpose of developing common assessments within the division. 12/27/2012 - A webinar was arranged with Peoples Education to introduce Measuring Up Live! to the administrative staff at KES. 01/04/2013 - A proposal was completed for the use of Measuring Up Live. The training sessions for teachers and staff to introduce the Measuring Up Live system is scheduled for January 24, 2013. This training has been communicated to the administration. 01/17/2012 - Student information and teacher information for Measuring Up Live has been entered into the system. Teachers have been distributed their password. The schedule for training was emailed to the administrative staff. This will be the tool used to provide common assessments across the division.
		Task Completed:	01/24/2013
		14. The district will contract with Benchmark Literacy to provide ongoing professional development for teachers as they move to implement the new reading series adopted for use in the division.	
		Assigned to:	Lisa Sanders
		Added date:	01/19/2013
		Target Completion Date:	06/20/2013

		<p>Comments:</p> <p>08/28/12 and 08/29/12 - The teachers were provided a 2-day training in August to introduce them to the new reading series. Teachers were clearly overwhelmed with the content and openly expressed their frustration. The training was deliberately designed so as not to overwhelm which is why the focus for the training on that day centered on only two components of the reading series (whole group, Phonics/Word Study).</p> <p>10/11/12 and 10/12/12 - follow up training was provided to the teachers in the division. The remaining components of the series was introduced to the teachers. The focus for the professional development sessions were to engage the teachers and administrators in research-based practices in the areas of guided reading, classroom management, and differentiated instruction strategies, to present strategies to help ALL students become critical readers, to provide in-depth information and analysis on literacy assessments, to use instructional technology to assist in the task of teaching students to read, to help teachers understand the need to develop routines and rituals for Benchmark Literacy. At the end of the second trainings, the teachers were feeling better, but not yet settled and comfortable.</p> <p>11/26/2012 - Additional trainings were organized and presented to teachers. Administration indicated that teachers continue to struggle with the implementation of the reading series. As a result, the next training will include classroom modeling for the teachers. The most difficult classrooms were selected for modeling. The presenter walked the teachers through the delivery of the reading content, implementing all components of the reading series. Teachers finally got it! They repeatedly shared that this was the most beneficial training of all.</p> <p>1/10/2013 - The KES administrator shared that teachers are implementing the reading series much better than before, but that they still would like to have follow up with the Benchmark Literacy trainer again. Steps will be taken to secure the services of the trainer for February 2013 and/or early March.</p> <p>3/1/2013 - The district is using Benchmark to Literacy and has provided 3 professional developments for teachers on the implementation.</p>
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		Task Completed:	03/01/2013
Implement	Percent Task Complete:		
	Objective Met:		6/5/2013 6/5/2013
	Experience:		<p>6/5/2013 LEA has provided multiple opportunities for staff members in areas that address rapid improvement. These areas have been: differentiation, student motivation, data analysis, data driven instruction, classroom management, horizontal teaming, instructional technology, formative assessment, student and staff celebrations, and positive behavior supports.</p> <p>6/5/2013 LEA has provided multiple opportunities for staff members in areas that address rapid improvement. These areas have been: differentiation, student motivation, data analysis, data driven instruction, classroom management, horizontal teaming, instructional technology, formative assessment, student and staff celebrations, and positive behavior supports.</p>
	Sustain:		<p>6/5/2013 LEA will continue to provide staff development based upon group and individual needs of teachers and students. PBIS will be implemented for the 2013-14 school year.</p> <p>6/5/2013 LEA will continue to provide staff development based upon group and individual needs of teachers and students. PBIS will be implemented for the 2013-14 school year.</p>
	Evidence:		<p>6/5/2013 Strategies which positively affected student academic outcomes will continue for the 2013-14 school year. Classroom data walls and individual student data binders are evidence that staff is working towards students taking ownership of their learning.</p> <p>6/5/2013 Strategies which positively affected student academic outcomes will continue for the 2013-14 school year. Classroom data walls and individual student data binders are evidence that staff is working towards students taking ownership of their learning.</p>

Indicator	A4 - The LEA has designated an internal lead partner for each transformation school. (883)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011	
	Evidence:	<p>Northampton recognizes the need to secure the assistance of a lead turnaround partner to assist with the task of turning around its failing school. A three year contract with EdisonLearning has been signed. The contract includes an addendum that explicitly outlines academic performance objectives for each year of the contract.</p> <p>This partnership will provide a host of services to include a diagnostic evaluation of the organization, the expertise of curriculum specialists as needed, the provisions of a VPES,</p>	

	personalized professional development, and benchmark assessments.
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Transformation Toolkit

Strand B: Moving Toward School Autonomy

Indicator	B1 - The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (884)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 06/28/2013
	Evidence:	<p>The LEA administrative team communicates to the building the importance of monitoring classroom instruction and the learning outcomes of students. The use of common assessment has been fully implemented across the division. The results are examined to identify areas for remediation. Deliberate planning is expected to address the needs of the students. The building administrative team is required to monitor instruction, and interventions to ensure that learning opportunities are maximized for all students. A multi-tiered system of supports has been defined for use within the division. This system calls for weekly progress monitoring of our tier 3 students. Specifics interventions for use with students are outlined in the systems of supports designed for students within the division.</p> <p>It is the expectation that the teachers set goals for student learning and that these goals are monitored throughout the school year. Based on performance, teaching assignments may be realigned to produce successful results.</p> <p>As the school request assistance, it is provided. The realignment of funding as needed happens at the request of the building staff. Although, materials and resources or programs requested for implementation must be researched on the What Works site.</p>

Indicator	B2 - The LEA has reoriented its culture toward shared responsibility and accountability. (885)		
Status	Objective Met 6/13/2012		
Assessment	Level of Development:		Initial: Limited Development 10/31/2011
			Objective Met - 06/13/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The current climate in Northampton is to give principals and their assistants the autonomy to run their buildings. In doing this, guidance is provided to principals and assistants as needed. Monthly principal meetings are held for the primary purpose of sharing concerns and professional development. These monthly meetings focus on a variety of topics, but most recently have focused on lesson planning, goal setting and teacher evaluation. Division staff actively participates as members on the school level improvement team.</p> <p>To ensure that the focus of our principals is on instruction, he completes a monthly schedule of planned observations and walk through evaluations to be completed of teachers in their buildings. This schedule requires principals to put first things first and the first thing is instruction. As concerns are shared the team problem solves to find solutions.</p>	
Plan	Assigned to:		Annette Gray
	How it will look when fully met:		<p>The division will effectively communicate its commitment to school improvement by engaging principals in conversations about needed changes in longstanding practices observed among staff. Principals will be a partner in the process of change and will be called upon to lead the change within their building as needed and based on student data and outcomes. The division will continue to focus on the needs of the students and the teachers and allocate resources needed to meet the instructional needs of students. Division staff will move swiftly to provide these resources. The internal lead appointed to assist principals as they move through the school improvement process will act as the conduit between the superintendent and the principal.</p>
	Target Date:		05/01/2011
	Tasks:		
	2. The principal, the internal lead and the VPES from Edison will sit monthly to review benchmark data to identify trends and gaps in the instructional content presented to students.		
		Assigned to:	Gary McDonald/Annette Gray/Edison's VPES
		Added date:	10/31/2011
		Target Completion Date:	05/30/2112

		Comments:	<p>02/06/2012 - Monthly data meetings occur with the principal of KES. IStation, benchmark data and Study Island data are reviewed. Intervention strategies are created as a result of data results.</p> <p>05/23/2012 - Weekly meetings are held with the administrative team at the elementary school. During these meetings the progress students are making in IStation, on benchmark assessments, classroom performance and interim performance are routinely discussed. Corrective plans of actions are created by teachers and shared with central administration during this weekly meeting.</p>
		Task Completed:	06/09/2012
	3. The principal, the VPES for Edison and the Internal Lead will review progress being made with school improvement benchmarks and objectives monthly with the superintendent.		
		Assigned to:	Gary McDonald/Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012
		Comments:	<p>02/06/2012 - Monthly data meetings occur with the principal of KES. IStation, benchmark data and Study Island data are reviewed. Intervention strategies are created as a result of data results.</p> <p>Jan. 9, 2012 - Weekly meetings are held with the administrative team at the Kiptopeke Elementary School. During these meetings the progress students are making in IStation, on benchmark assessments, classroom performance and interim performance are routinely discussed. Corrective plans of actions are created by teachers and shared with central administration during this weekly meeting.</p>
		Task Completed:	05/01/2012
	4. The principal, with the assistance of the internal lead will organize teachers to make adjustments to the instructional curriculum as deemed needed based on the principal's observation of classroom instruction.		
		Assigned to:	Gary McDonald/Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012
		Comments:	<p>02/08/2012 - Early release days built into the calendar have been used to address curriculum issues. Teachers from the two elementary schools meet monthly, alternating the meeting place between the two schools, to discuss curriculum, pacing, instructional practices and benchmark assessment data.</p> <p>03/14/2012 - The 3rd grade teachers met on Saturday to update their curriculum. They attended a curriculum professional development activity with Beth Estell and wanted to restructure their pacing to align with best practices shared by her.</p>
		Task Completed:	06/09/2012
	5. The LEA gives principals and his administrative staff the autonomy to interview and recommend for employment teachers, instructional IA, support staff, tutors and other personnel for his or her building.		

		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	11/30/2011
		Comments:	06/06/2012 - The administrative staff interviews all candidates for employment and presents to the superintendent their recommendation for employment. Building principals are given the autonomy to recommend for employment any candidate they deem is the right fit for their building.
		Task Completed:	06/10/2012
	6. The principal and his school transformation team will design a plan that will add minutes to the instructional day. This plan will be shared with the superintendent and the school board.		
		Assigned to:	Gary McDonald
		Added date:	10/31/2011
		Target Completion Date:	01/30/2012
		Comments:	Lunch periods were reduced for grades K-2 by 5 minutes and grades 3-6 for 10 minutes adding the additional time to the instructional day.
		Task Completed:	05/01/2012
	8. Curriculum guides for math will be reviewed and revised to ensure that all guides contain the most pertinent information needed by teachers to guide their instruction and to add an increased level of rigor.		
		Assigned to:	Victoria Miller
		Added date:	01/25/2013
		Target Completion Date:	06/07/2013
		Comments:	1-11-13 - 6th grade reviewed curriculum guides and pacing, added teacher notes 2-20-13 - Grades K-6 worked on updating and revising curriculum guides and pacing during 2 hour early release day
		Task Completed:	02/20/2013
	9. The LEA will assist the school in the process of problem solving with issues related to the running of their buildings and the instructional programming. The school will present weekly students identified as not making progress with the interventions being implemented and progress monitored. The school will present and the team will discuss weekly issues that are arising with management and operation of the school.		
		Assigned to:	Elizabeth Fennell
		Added date:	01/25/2013
		Target Completion Date:	06/07/2013
		Comments:	2/20/13 - 15 students 4th grade students receiving intervention in the area of math were reviewed with admin. team. Power Up data was shared. 3/1/2013 - 14 5th grade writing students were identified as needing Tier 3 supports in writing. Edison learning consultant provided support 2 days per week. Teacher also had supports from tutor. Students were given a multiple choice and direct writing prompt weekly and results were shared at grade level and administrative team meetings.

		Task Completed:	03/01/2013
Implement	Percent Task Complete:		
	Objective Met:		6/13/2012
	Experience:		6/13/2012 The message of accountability has been transparent from the division level down to the teacher level throughout the school year. Expectations were established at the very beginning and were constantly reinforced by administration.
	Sustain:		6/13/2012 The LEA will need to continue to offer Principals and site leadership opportunities to demonstrate both shared responsibility and accountability.
	Evidence:		6/13/2012 Superintendent and Assistant Superintendent, in weekly administrative team meetings, set well-defined accountability goals and offered Principal the opportunity to share responsibility of meeting those goals with his staff.

Indicator	B3 - The LEA has established performance objectives for each transformation school. (886)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011	

	Evidence:	<p>The LEA has established the following performance objectives for Kiptopeke Elementary School:</p> <p>Grade 3</p> <p>a. By June 2012, the SOL Reading performance for 3rd grade students at KES will increase from 64.6% to 75%.</p> <p>b. By June 2012, the failure rate for 3rd grade students taking the Mathematics assessment at KES will decrease by 10%. The current pass rate is 69%.</p> <p>c. By June 2012, the SOL History performance for 3rd grade students at KES will increase from 47.5% to a minimum of 50% or a decrease in failure rate by 10% if higher than 50%.</p> <p>d. By June 2012, the SOL Science performance for 3rd grade students at KES will increase from 68% to 70% or better.</p> <p>Grade 4</p> <p>e. By June 2012, the SOL Reading performance for 4th grade students at KES will increase from 71% to 75%.</p> <p>f. By June 2012, the failure rate for 4th grade students taking the SOL Mathematics assessment at KES will decrease by 10%. The current pass rate is 77%.</p> <p>g. By June 2012, the failure rate for 4th grade students taking the Virginia Studies assessment at KES will decrease by 10%. The current pass rate is 81.3%.</p> <p>Grade 5</p> <p>h. By June 2012, the failure rate for 5th grade students taking the Reading SOL assessment will decrease by 10%. The current pass rate is 80.6%.</p> <p>i. By June 2012, the failure rate for 5th grade students taking the Mathematics assessment at KES will decrease by 10%. The current pass rate is 71%.</p> <p>j. By June 2012, the SOL Writing performance of 5th grade students at KES will increase from 66% to 75%.</p> <p>k. By June 2012, the failure rate for 5th grade students taking the Science SOL assessment will decrease by 10%. The current pass rate is 78%.</p> <p>Grade 6</p> <p>l. By June 2012, the SOL Mathematics performance for 6th grade students at KES will increase from 53% to 70%.</p> <p>m. By June 2012, the Reading performance of 6th grade students at KES will increase from 66% to 75%.</p> <p>n. By June 2012, the failure rate for the category of all students in Math at KES will be reduced by 10%. The current pass rate is 72%.</p> <p>o. By June 2012, the SOL US History 1 performance for 6th grade students at KES will increase from 42% to 70%.</p> <p>p. By June 2012, the failure rate for the category of all students in Science at KES will be reduced by 10%. The current pass rate is 72.5%.</p> <p>q. By June 2012, the performance of the category of all students in history will make the accreditation benchmark of 70% or better.</p> <p>r. By June 2012, the performance of the category of all students in Writing will increase from 66.1% to 75%.</p> <p>2. All Alliance Schools will demonstrate an increase in the percentage of students who achieve pass proficiency rates on SOL assessments for all subgroups.</p> <p>3. All Alliance Schools will demonstrate improved achievement for all students with an emphasis on reducing the achievement</p>
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		gaps existing between subgroups of students.
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Indicator	B6 - The LEA negotiates union waivers if needed. (889)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
	Evidence:	N/A

Transformation Toolkit

Strand C: Selecting a Principal and Recruiting Teachers

Indicator	C1 - The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890)		
Status	Objective Met 6/14/2012 6/28/2013		
Assessment	Level of Development:		Initial: Limited Development 10/31/2011
			Objective Met - 06/14/2012 06/28/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA has not determined at this point if the existing principal at Kiptopeke Elementary School has the stamina, the drive, the determination, and the skill set to be a highly effective transformation leader. Periodic meetings with the superintendent has been set to monitor and discuss the principal's progress throughout the school year.	
Plan	Assigned to:		Annette Gray
	How it will look when fully met:		The principal would serve as the lead change agent in his/her building. The process of transformation will be embraced by all in the building. The changes that must occur would be led by the principal who would motivate the staff to do the same. All staff in the school will be observed working together focused on a common goal. The principal would continuously analyze data to inform decisions; Make clear logical plans that people can follow; and ensure that there is a strong connection between school learning goals and classroom activity. The change leader would be visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.
	Target Date:		06/07/2013
	Tasks:		
	1. The principal will analyzes data about the organization’s performance (Diagnostic Evaluation) to identify high-priority problems that can be fixed quickly.		

		Assigned to:	Gary McDonald/Annette Gray/Edison Learning
		Added date:	10/31/2011
		Target Completion Date:	12/15/2011
		Comments:	12/14/2011 - Based on the diagnostic report objectives were established in the school improvement plan for implementation. A focus was placed on meeting the needs of all learners through differentiation. All teachers were provided weekly professional development on the VDOE reading strategy video series at data meetings to improve reading instruction. This began September 20, 2011 and continued weekly for 12 weeks. Beginning January 30, 2012, the new division lesson plan designed to focus on differentiated instruction, Bloom's taxonomy, and instructional power tools was implemented. The Power tools were presented one at-a-time at weekly data meetings beginning February 7, 2012 in order to provide all staff members with the knowledge base to utilize the tools in their weekly lesson plans.
		Task Completed:	05/08/2012
	2. After carefully reviewing the diagnostic assessment performed by EdisonLearning, the principal will identify quick wins and communicate them to his staff.		
		Assigned to:	Gary McDonald/Subrina Parker
		Added date:	10/31/2011
		Target Completion Date:	11/30/2011
		Comments:	Diagnostic report was reviewed with division and building leadership in October 2011. Principal briefly shared information from report with staff members during the November 15, 2011 data meetings. Quick wins were not identified and communicated with staff. EdisonLearning Team will update new leadership as needed for 2012-13 school year.
		Task Completed:	06/10/2012
	3. The principal will actively contribute in the development of an action plan addressing deficits exposed in the diagnostic evaluation. The principal will move to implement this action plan immediately.		
		Assigned to:	Gary McDonald/Subrina Parker
		Added date:	10/31/2011
		Target Completion Date:	12/01/2011
		Comments:	Action Plans were developed collaboratively between the Principal and VPES from EdisonLearning. Separate plans were created on a quarterly basis. The plans were implemented and tracked on a weekly basis. Specific Action Plan goals, with dated deadlines, were checked off as completed.
		Task Completed:	06/10/2012
	4. The principal will participate in weekly professional assessment meetings with the VPES from Edison.		
		Assigned to:	Gary McDonald
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012

		Comments:	The Principal and VPES from EdisonLearning met 3x/wk. The three meetings were: Lesson Plan Review; Administrative Team Meeting; and, Professional Development Planning. These meetings began in January 2012.
		Task Completed:	06/10/2012
		5. The principal will meet with the superintendent at mid-year to assess his professional development.	
		Assigned to:	Gary McDonald
		Added date:	10/31/2011
		Target Completion Date:	02/28/2012
		Comments:	02/06/2012 - The principal met with the superintendent during the month of January for his mid-year performance evaluation.
		Task Completed:	02/06/2012
		6. The principal will continuously analyze student performance data, using a variety of data points on which to draw reasonable conclusions and will identify high priority areas/skills that must be addressed immediately. These issues/skills will be shared at weekly administrative meetings. Student progress being made with implemented interventions will be shared at administrative meetings.	
		Assigned to:	Subrina Parker
		Added date:	01/25/2013
		Target Completion Date:	06/07/2013
		Comments:	<p>1/17/2013 - The building administrative team meets weekly with the central office superintendent and the assistant superintendent on Wednesday. An agenda is prepared for these meetings. The focus of these meeting revolve around student performance and student outcomes. We review student report card performance, attendance, evaluate benchmark performance, AimsWeb data, and MAP data and teacher observation data. The administrative team must speak to specific students and what they are doing for students who are struggling.</p> <p>3/1/2013 - The building administrative team meets weekly with central office staff. This has become part of the school culture. The focus is on student performance and outcomes.</p> <p>4/10/13 - The building administrative team review teacher 45 day plans and corrective instruction plans to review the areas of deficit and the plans to address deficits. These plans are also presented to school board at monthly closed session meetings.</p> <p>5/15/13 - Final Corrective instruction plans for grades 3-6 in the areas of reading, math and 4th grade VA Studies and 5th grade Science were reviewed at School Board Meeting.</p>
		Task Completed:	06/03/2013
		7. The principal will continuously monitor the climate and morale of the building by creating the opportunity for teachers to voice their concerns (i.e., through the use of a suggestion box, a survey, or ongoing small group chats,etc.)	
		Assigned to:	Elizabeth Fennell
		Added date:	01/25/2013

		Target Completion Date:	06/07/2013
		Comments:	06/28/2013 - A number of surveys were administered to the staff throughout the school year. The survey which accompanies the Principal's Evaluation document was distributed to the teaching staff during the month of November. Surveys through the Principal's Observation project through SURN were distributed to teachers. In addition, a survey was distributed to staff through the school improvement requirements.
		Task Completed:	06/28/2013
Implement	Percent Task Complete:		
	Objective Met:		6/14/2012 6/28/2013
	Experience:		<p>6/14/2012 N/A due to the fact that the current Principal is being replaced.</p> <p>6/28/2013 6/28/2013 - The Central Office teams of the assistant superintendent and the superintendent held weekly meetings with the administrative team at KES. The discussions held during these meetings focused on the continued monitoring of what was happening for students who were not being successful. Lesson plans were reviewed particularly focusing on the provision of differentiated instructional content for students who did not possess the prerequisite skills needed to be successful with skills being taught, students who are typically on target and those students who are enhanced. As well, lesson plans were reviewed for alignment with the curriculum. The team monitored the observation of classroom teachers and performed instructional walks to monitor classroom instruction.</p> <p>At the end of the 2013 school year, a new principal is being hired to replace the current principal.</p>
	Sustain:		<p>6/14/2012 New Principal needs to be hired and quickly brought up to speed on both Division and Edison Learning expectations.</p> <p>6/28/2013 6/28/2013 - A new principal has been hired for the 2013-2014 school year.</p>
	Evidence:		<p>6/14/2012 School Board and Division Superintendent collectively decided not to renew the Principal.</p> <p>6/28/2013 6.28/2013 - The division superintendent presented the resignation of the current principal to the school board. Her resignation was accepted. The division superintendent presented the name of the new principal for KES to the school board. She was unanimously appointed to the new position of principal.</p>

Indicator	C8 - The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897)		
Status	Objective Met 6/14/2012		
Assessment	Level of Development:		Initial: Limited Development 10/31/2011
			Objective Met - 06/14/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The Human Resource department has identified and prepared a board display that highlights the qualities of our area and our school division that would most likely attract teachers. She uses this display at the various recruiting fairs.</p> <p>Efforts to grow our own teachers is supported through other grant programs that allow for college assistance for employees pursuing a teaching degree is utilized. We currently have one teacher pursuing a degree in education.</p>	
Plan	Assigned to:		Annette Gray
	How it will look when fully met:		<p>The director of human resource will establish a cycle of communication with universities and colleges that have teacher preparation programs in an effort to recruit the most skilled teacher candidate for employment. At least twice annually communications of district needs will be shared with these colleges and universities.</p> <p>In addition, funds from federal programs and grants that support the funding of college courses for employed instructional assistants and other staff working toward becoming a teacher will be used. Financial support in the form of tuition, purchase of books, and/or payment of testing fees will be provided.</p>
	Target Date:		06/10/2012
Tasks:			
	1. The Director of Human Resource will identify a list of teacher preparation colleges to mail vacancy notices to at least twice annually.		
		Assigned to:	Susan Bradford/Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012

		Comments:	<p>03/15/2012 Director of Human Resources and/or the Superintendent plan to attend the following teacher recruiting fairs: 03/15/2012 - The following is a list of all universities and colleges the human resource rep has either visited or is scheduled to visit: ODU, Elizabeth City State University, Hampton University, East Carolina University, the University of North Carolina-Wilmington, William & Mary, PERC (the Pittsburg Education Recruitment Consortium, University of Virginia, Norfolk State, Longwood, Virginia Tech, & James Madison University.</p> <p>05/23/2012 - The Director of Human Resource has indicated that she frequently telephones colleges and universities when vacancies happens within the division to solicit pending graduates for these vacancies.</p>
		Task Completed:	05/23/2012
	2. The Director of Human Resource will identify teacher recruiting fairs to attend annually.		
		Assigned to:	Susan Bradford/Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	01/15/2012
		Comments:	<p>03/15/2012 Director of Human Resources and/or the Superintendent plan to attend the following teacher recruiting fairs: 03/15/2012 - The following is a list of all universities and colleges the human resource rep has either visited or is scheduled to visit: ODU, Elizabeth City State University, Hampton University, East Carolina University, the University of North Carolina-Wilmington, William & Mary, PERC (the Pittsburg Education Recruitment Consortium, University of Virginia, Norfolk State, Longwood, Virginia Tech, & James Madison University.</p> <p>05/23/2012 - The Director of Human Resource has indicated that she frequently telephones colleges and universities when vacancies happens within the division to solicit pending graduates for these vacancies.</p>
		Task Completed:	05/23/2012
	3. Incentives for the swift completion of course work needed to receive full teacher certification and certification of highly qualified will be given to teachers who complete the process within the first 60 days of employment with Kiptopeke Elementary School.		
		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012
		Comments:	<p>03/15/2012 - Testing fees for licensure requirements are reimbursed by the division.</p> <p>05/23/2012 - To date no new teachers within the division have fulfilled the requirements for full teacher certification within the guidelines outlined.</p>

		Task Completed:	06/10/2012
Implement	Percent Task Complete:		
	Objective Met:		6/14/2012
	Experience:		6/14/2012 With the present job market situation more time and energies need to be spent in publicising open positions and finding highly qualified candidates.
	Sustain:		6/14/2012 The Human Resources department will continue to expand efforts to attract and retain highly qualified teachers to Northampton County.
	Evidence:		6/14/2012 Human Resources has increased the number of job fairs and career fairs attended, has increased the number of local and national online job postings.

Transformation Toolkit

Strand D: Working with Stakeholders and Building Support for Transformation

Indicator **D3 - The LEA/School has engaged parents and community in the transformation process. (901)**

Status Tasks completed: 7 of 9 (78%)

Assessment	Level of Development:	Initial: Limited Development 11/30/2011	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, the division has a Title I Parent Advisory Committee and the school has a Title I Advisory Committee which consists of 7 parents, teachers, and administrators. The school level committee meets monthly.	
Plan	Assigned to:	Subrina Parker	
	How it will look when fully met:	Kiptopeke will have a fully engaged parent and teacher body which initiates informational parent nights at least twice a year and continues to hold monthly meetings as a committee. Two-way communication between parents and the school is a must.	
	Target Date:	06/01/2013	

Tasks:

		1. The school will host Title One Parent night on November 3rd, 2011 informing the parents of title one policies, procedures, and parental rights. SES providers will be available to provide information to parents.	
		Assigned to:	Subrina Parker
		Target Completion Date:	11/04/2011
		Comments:	This task has been completed. The Title One parent night had a turn out of approximately 300 parents. Teachers provided stations in the gym displaying highlights of their grade level curriculum. SES providers were on hand for the event.
		Task Completed:	11/04/2011
		2. Grade levels will host parent nights as needed throughout the year to discuss with parents important aspects of their child's educational setting.	
		Assigned to:	Subrina Parker
		Target Completion Date:	06/01/2012
		Comments:	record events that take place throughout the year Third grade met with parents November 2011 to discuss departmentalization and what this means for students. Prek and Kindergarten Open House for the upcoming school year was held May 24, 2012. Families were exposed to the day in the life of a PreKindergartener and Kindergartener, and families were given ABC and number cards.
		Task Completed:	06/01/2012
		3. Title I parent involvement committee will become active in the transformation process.	
		Assigned to:	Cathy Bury

		Target Completion Date:	06/01/2012
		Comments:	<p>Title I parent involvement committee began meeting July 12, 2011.</p> <p>Listed below are the dates of meetings along with the focus of each meeting.</p> <p>Title I parent involvement held a parent forum on January 30, 2012 to discuss issues that parents are concerned about.</p> <p>March 23rd, parents met to begin action planning for improving parent involvement and school climate.</p>
		Task Completed:	06/01/2012
	4. The LEA/School will engage parents and community in the transformation process by hosting monthly parent/community events.		
		Assigned to:	Subrina Parker
		Target Completion Date:	06/01/2013
		Comments:	<p>8/30/12 - The school held KES Open House event for parents.</p> <p>10/ 4//12 - The school held "Read for the Record" event where parents and community members visited classroom and participated in reading activities with students.</p> <p>10/23/12 - The school held a Title I Parent Involvement Night where families were provided an overview of Title I and what school improvement means for KES. Families also participated in hands-on learning activities during this evening.</p> <p>11/13/12 - The school held "Parent's Day" where the KES Parent's room was unveiled and parent's participated in hands-on literacy activities in their child's classroom. More than 90 parents attended.</p> <p>12/11/12 - The school held "Polar Express to Literacy Night" where more than 250 families participated in hands-on reading and technology activities.</p> <p>1/29/13 - 2nd Quarter Parent's Day - Math Connects - Families participated in hands-on math activities.</p> <p>2/26/13 - 5th grade Family Writing night was hosted and organized by the Title 1 Parent Involvement Committee. 30 students and their families attended.</p>
		Task Completed:	06/01/2013
	5. The school improvement team will open one school improvement meeting monthly to parents for the purpose of sharing the progress being made with school improvement indicators and tasks, to provide a general overview of student performance on evaluation data, and to solicit input from them on recommended continued efforts.		
		Assigned to:	Brandon Reiter
		Target Completion Date:	06/07/2013
		Comments:	<p>1/23/13 - SIP meeting open to parents. 5 Strand reports were given. No parents attended.</p> <p>2/27/13 - SIP meeting open to parents. 5 Strand reports were given. No parents attended.</p> <p>3/28/13 - SIP meeting open to parents. 5 Strand reports were given. 1 parent attended.</p> <p>4/24/13 - SIP meeting open to parents. No parents attended.</p> <p>5/29/13 - SIP meeting open to parents. No parents attended.</p>
		Task Completed:	06/04/2013
	6. Parent involvement is an active part of the school's culture.		
		Assigned to:	Darlene Brown

		Target Completion Date:	06/07/2013
		Comments:	<p>9/4/12 - Parents in Parent's Room hosted a kiss and cry area for the 1st day of school. Coffee and Muffins were served.</p> <p>11/13/12 - Official opening of Parent room. 90 parents attended. Hands-on literacy activities were provided in classrooms for families.</p> <p>12/18/12 - ABC's of Assessment Newsletter went home to parents.</p> <p>1/29/13 - 2nd Quarter Parent's Day - Math Connects - hands-on math activities for families</p> <p>2/26/2013 - WRiting expo night was held. 30 families attended and the editor of the Eastern Shore News spoke to families.</p> <p>3/26/13 -The Student Family Support Strand in conjunction with the PTA presented "Women and Music Around the World ". During the event, students and their parents visited four countries and learned about music, food, customs, and important women from each country. 66 parents and students attended. 25 staff members attended.</p> <p>4/23/13 - STEM night was held for all students following the PTA meeting. 135 attendees.</p> <p>5/14/13 - The Student and Family Support Strand held Grandparents' Night, a school celebration of children and their grandparents. 140 students, parents, and grandparents attended along with 11 staff members.</p>
		Task Completed:	06/05/2013
	7. Student Communication Club will create a monthly newsletter to parents and community members about school business, events, etc.		
		Assigned to:	Diane Crockett
		Target Completion Date:	06/07/2013
		Comments:	<p>12/18/12 - 1st student created newsletter, entitled Dolphin Talk, sent home to parents</p> <p>1/29/13 - January Dolphin Talk circulated to parents and community</p> <p>3/1/13 - March Dolphin Talk circulated to parents and community</p> <p>3/29/13 - April Dolphin Talk circulated to parents and community.</p> <p>5/17/13 - May Dolphin Talk circulated to parents and community.</p>
		Task Completed:	06/04/2013
	8. The principal will announce the current state of the school at all public venues including PTA, School Board Meetings, Parent Conference Night, and assemblies.		
		Assigned to:	Subrina Parker
		Target Completion Date:	06/06/2014
		Frequency:	monthly
		Comments:	Document PTA meetings, School Board Meetings, Assemblies.
	9. The school will provide parents with resources that will help them to better support the learning of their children at home and at the same time expose them to possible learning opportunities to them as adults.		
		Assigned to:	LaShawnda Holman
		Target Completion Date:	06/07/2013

		Comments:	document Educational Fair in August and other like activities
Implement	Percent Task Complete:	Tasks completed: 7 of 9 (78%)	

Indicator	D5 - The LEA/School has established a positive organizational culture. (903)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 06/25/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has had ESD in place previously. Due to staff turnover, we will be re-implementing PBIS will all appropriate trainings and support from the TTAC of ODU.	
Plan	Assigned to:	Susanne Spady	
	How it will look when fully met:	Kiptopeke Elementary will be a community of learners where teachers approach the students in a positive, pro-active manner, where students are nurtured, students take ownership of their behavior, where positive decision making is encouraged, and where students who exhibit positive behavior and core values are celebrated.	
	Target Date:	06/06/2014	
	Tasks:		
		1. A PBIS team will be formed and trained on positive behavior supports and expectations.	
		Assigned to:	Subrina Parker
		Target Completion Date:	09/30/2013
		Comments:	
		2. PBIS team will train staff in PBIS process.	
		Assigned to:	Darlene Brown
		Target Completion Date:	09/30/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Transformation Toolkit

Strand E: Contracting with External Providers

Indicator	E1 - The LEA has identified potential external providers. (906)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011	

	Evidence:	The lead turnaround partner for Northampton was selected from the state approved list of providers. Edison Learning was the selected turnaround partner. The contract with Edison was signed in September 2011.
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Indicator	E2 - The LEA has written and issued a request for proposals from potential external providers. (910)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
	Evidence:	The vendor selected was chosen from the state approved list of vendors.

Indicator	E3 - The LEA has developed a transparent selection criteria for external providers. (911)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
	Evidence:	The vendor selected was chosen from the state approved vendors list.

Indicator	E4 - The LEA has reviewed proposals, conducted due diligence, and select provider(s). (912)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
	Evidence:	<p>Several meetings with Edison was had at the beginning of the lead turnaround process. A determination was made that Edison was the company best suited to assist the division. A signed 3-year contract was initiated. The contract included an addendum to the contract which included performance indicators directly tied to student achievement.</p> <p>Key personnel have been identified. The responsibility of internal lead is assigned to the assistant superintendent for the division. The principal in the building were maintained in his position, as he has only been in the role for one year.</p>

Indicator	E5 - The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
	Evidence:	Because Northampton selected a partner from the state's list of approved vendors a checklist of 25 required indicators was stipulated. Northampton included an additional addendum to its contract that highlighted expected student performance objectives for the first year and clarified consequences for failing to meet the objectives as outlined.

Indicator	E6 - The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (914)		
Status	Add a Task		
Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Through Edison monthly benchmark assessments will be conducted. This data will be disaggregated and analyzed to identify individualized professional development needs and realignment of the curriculum.</p> <p>Principals and assistants conduct daily walk through observations and formal observations. A schedule of their observation plan is submitted to the division. Electronic monitoring of observations is conducted.</p> <p>While the school maintains a school improvement team its focus is not always on the continuous examination of school practices, guided by standards and indicators of effective district practice.</p>	
Plan	Assigned to:	Elizabeth Fennell	
	How it will look when fully met:	<p>The division will implement a teacher evaluation system that includes a formal observation form, walk through protocols, goal setting documents and summative evaluation documents for use based on the Uniform Standards for Teacher Evaluation in Virginia. These documents will outline standards and indicators which communicates expected behaviors.</p> <p>At the monthly principal meetings evaluation documents will be reviewed. Discussion about behaviors observed will be topics at the round table about best practices noted in class instruction and delivery. Observation data in the form of observational data observed will be cross referenced to the curriculum guides to ensure alignment with curriculum pacing.</p>	
	Target Date:	06/10/2013	
	Tasks:		
		1. The administrative team will refine the informal walk through instrument, the formal observation instrument, and the summative evaluation instrument to ensure alignment with the Uniform Standards for Teacher Evaluation in Virginia.	
		Assigned to:	Annette Gray
		Target Completion Date:	12/30/2011

		Comments:	02/06/2012 - All assessment instruments have been tweaked and updated. The final form to be approved for use is the Summative Evaluation form. A recommended form format has been created for review and approval by the superintendent. 05/23/2012 - The Teacher Evaluation Handbook has been presented to the School Board for a first read. All forms have been updated and presented in this handbook.
		Task Completed:	06/10/2012
		2. The administrative team will use the district's instructional curriculum guides to ensure instructional content presented during classroom observations are appropriately aligned and paced.	
		Assigned to:	Gary McDonald
		Target Completion Date:	06/10/2012
		Comments:	During weekly Lesson Plan Review meetings, the administrative team, in conjunction with the EdisonLearning Team, monitored progress in the lesson planning process, in classroom instruction, in curriculum alignment and pacing, and in classroom assessments.
		Task Completed:	06/10/2012
		3. The principal will complete a monthly observation schedule for the frequent and ongoing monitoring of classroom instruction. This schedule will reflect day and time of observations for his entire administrative staff. Observations and walk through evaluations will be clearly noted.	
		Assigned to:	Gary McDonald
		Target Completion Date:	06/10/2012
		Comments:	A monthly observation schedule was created by the administrative team and EdisonLearning Team.
		Task Completed:	06/10/2012
		4. The administrative staff will conduct follow up conferences with teachers observed within 3 days following the observation.	
		Assigned to:	Gary McDonald/Subrina Parker
		Target Completion Date:	06/10/2012
		Comments:	Follow-up conferences for formal observations were completed. A new evaluation system is being implemented and was approved by the Northampton Board of Education April 2012. For the 2012-13 school year, staff development for all staff needs to occur by October 2013 in the observation process.
		Task Completed:	06/12/2012
		5. The school will implement a Power-Up intervention plan and initiate ongoing progress monitoring and adjustment.	
		Assigned to:	Subrina Parker
		Target Completion Date:	06/01/2013
		Comments:	1/10/13 - Planning meeting with Principal, Asst. Principal, & Data Coach. 1/16/13 - KES Power-Up plan presented to Superintendent & Asst. Superintendent for review

		Task Completed:	06/01/2013
Implement	Percent Task Complete:	Tasks completed: 5 of 5 (100%)	

Indicator	E7 - The LEA is prepared to proactively deal with problems and drop strategies that do not work. (915)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA and Kiptopeke Elementary School are anxiously awaiting the Diagnostic evaluation report from Edison Learning. Once this report is received time will be set aside to develop a plan of intervention and to assign tasks for completion to team members.	
Plan	Assigned to:	Annette Gray	
	How it will look when fully met:	A collaborative partnership with Edison Learning will result in the exchange of strategies and practices used to move the division forward. The open dialogue between the two entities will identify programs and practices that have ceased to benefit students. The principal will then be the change agent, lead the change movement and move the school away from the program and/or practice.	
	Target Date:	06/10/2013	
	Tasks:		
		1. The internal lead will meet weekly with the principal and the VPES to discuss practices that are hindering the process of school improvement.	
		Assigned to:	Annette Gray
		Target Completion Date:	06/10/2012

		Comments:	<p>03/05/2012 - Weekly meetings are held with the administrative staff and Edison Learning to discuss the progress of school improvement and changes needed.</p> <p>05/23/2012 - Weekly meetings are held with the administrative staff and our transformation partners. As practices are identified that appear to be hindering the school improvement process, they are addressed.</p> <p>Example: As the new lesson plan template was introduced, many teachers found this format to be laborious based on the way they teach their individual concepts. As a result, discussion was held with these teachers and central office to identify a more user friendly template that would meet the expectations established by central administration and the needs of the teachers. A unit template was designed and is being used.</p>
		Task Completed:	06/10/2012
		2. The principal will immediately address practices or strategies that are sabotaging the school improvement process.	
		Assigned to:	Annette Gray
		Target Completion Date:	06/10/2012
		Comments:	<p>The principal speaks to staff weekly at data meetings addressing issues that are hindering the improvement process.</p> <p>IStation fidelity was addressed at several meetings: 10/4, 10/12, 10/18.</p> <p>ELL concerns and strategies at 11/1.</p> <p>Intervention plans and changing what doesn't work based on data on 11/8.</p> <p>Non-negotiables and Edison report was presented 11/15.</p> <p>AYP targets and tiered students groups was discussed on 12/6</p> <p>Data center - please update as benchmark data comes in - 1/17</p> <p>Corrective Action Plans - 2/7</p> <p>Addressed walking laps as punishment - parent complaints - 2/14</p> <p>Continuous update and changing of strategies on corrective action plans - 5/1</p>
		Task Completed:	06/10/2012
		3. The principal and the administrative team will review weekly school data to identify strategies, programs and/or behaviors that do not appear to be impacting outcomes for students. Using the data systems in place within the division, the team will closely monitor the identified practice to ensure implementation with fidelity and then respond as appropriate (eliminate usage of the strategy or program and/or outline appropriate ways and means to implement).	
		Assigned to:	Annette Gray
		Target Completion Date:	06/17/2013

		Comments:	<p>01/16/2013 - At the weekly administrative meeting with KES, the principal and the assistant principal shared student data results that described whether students targeted for intervention (those students who failed the SOL assessment, PALS Fall Benchmark and Universal Screening (Fall)) were making progress. The reports presented were specific in that it indicated that students were or were not making progress. What the reports did not do was to name the students. Future progress reports must name the students.</p> <p>3/1/2013 - The principal and administration team reviewed data at weekly meetings from eValue and decided to eliminate after being closely monitored by the school and division.</p> <p>4/26/2013 - Weekly meetings held with the administrative team at KES focuses on student and teacher data. Common assessments were created to monitor pacing and student acquisition of SOL content. Comprehensive assessments were created to replace eValue benchmarking. Performance on the comprehensive assessment is mixed, as some content has not been covered but was tested. Revisions to teacher 45 day plans are being made based on results from the comprehensive assessment.</p> <p>6/28/2013 - As the school reviewed its quarterly data, the newly appointed principal and the data coach recommended the following practice to be eliminated as the practice is a duplication, the elimination of the eValue benchmarking instrument as the division has purchased the use of Measuring Up Live! and Interactive Achievement which are used as benchmarking tools.</p>
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	

Transformation Toolkit

Strand F: Establishing and Orienting the School Transformation Team

Indicator	F1 - The LEA has appointed a school transformation team. (917)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
	Evidence:	The school's transformation team consists of the following members, which represents each department at the school: a representative from each grade level K, 1, 2, 3, 4, 5, 6 1), Health & PE (1), Special Education (1), Fine Arts (1), ESL (1), the internal lead, the director of special programs, and the mentor teacher/title supervisor.

Indicator	F2 - The LEA provides the school transformation team members receive information on what the school can do to promote rapid improvement. (918)		
Status	Add a Task		
Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>There are some components of this indicator already being implemented. There is an agenda prepared for all meetings to include school improvement meetings. Documentation of these meetings are forwarded to the division office. Minutes for the school improvement meetings are maintained in Indistar.</p> <p>The Leadership Team which consist of the principal, department chairs, other teachers and guidance meets bi-monthly. Critical information is communicated at this meeting. Department chairs are responsible for communicating this information back to the rest of their department.</p>	
Plan	Assigned to:	Elizabeth Fennell	
	How it will look when fully met:	<p>The principal will lead the change process by engaging in behaviors that clearly communicate his commitment to the process. She effectively and continuously communicates the school's mission, outlines long and short term goals and share with teachers their roles in helping to meet these goals. There is a continual focus on instructional improvement and student learning outcomes. Curriculum and classroom instruction is regularly monitored and assistance provided to those teachers who are struggling to improve. Successes of both students and staff are celebrated.</p>	
	Target Date:	06/01/2013	
	Tasks:		
	1. The principal keeps a focus on instructional improvement and student learning outcomes.		
	Assigned to:	Gary McDonald	
	Target Completion Date:	06/12/2012	
	Comments:	Principal made sure that agendas for all Administrative Team meetings, data meetings, PLC PD meetings, SIP Leadership Team meetings, and Horizontal Team meetings were all focused on instructional improvement and student learning outcomes.	
	Task Completed:	06/12/2012	
	2. The principal monitors curriculum and classroom instruction regularly.		
	Assigned to:	Gary McDonald/Subrina Parker	
	Target Completion Date:	06/10/2012	

		Comments:	Monthly observation plan was in place this school year for administrative team. Horizontal teaming began in February 2012 with a focus on monitoring curriculum and assessment. Data meetings and Professional Learning Communities were also focused on curriculum, assessment, and instruction.
		Task Completed:	06/10/2012
		3. The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.	
		Assigned to:	Elizabeth Fennell
		Target Completion Date:	11/09/2012
		Comments:	9/13/12 - Principal facilitated PD on SMART Goal creation with each grade level during their planning periods. 11/1/12 - Principal facilitated PD on SMART Goal data analysis with each grade level during their planning periods. 11/1/12 - Principal completed 2 teacher observations during this week. 11/27/12 - Principal completed 7 teacher observations during this week. 12/4/12 - Principal completed 4 observations during this week. 12/11/12 - Principal completed 4 observations during this week. 1/11/13 - Principal completed 2 observations during this week. 1/14/13 - Principal completed 8 observations during this week.
		Task Completed:	06/01/2013
		4. The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	
		Assigned to:	McDonald/SParker
		Target Completion Date:	05/30/2012
		Comments:	This needs to be a focus for the principal during the 2012-13 school year. Data meetings were held weekly to discuss, monitor and develop an action plan to address student data.
		Task Completed:	06/12/2012
		5. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	
		Assigned to:	McDonald/Parker
		Target Completion Date:	03/30/2012
		Comments:	Eduphoria was used to monitor classroom observations and staff had immediate access to these observations and walk-throughs. This area needs to continue in the 2012-13 school year.
		Task Completed:	06/12/2012
		6. Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.	
		Assigned to:	Gary McDonald
		Target Completion Date:	03/30/2012
		Comments:	Principal completed observations of teachers utilizing the Division Walkthrough form and formal observation form which highlights the indicators of effective teaching and classroom management.

		Task Completed:	06/10/2012
		7. Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (e.g., unit tests and student work).	
		Assigned to:	Gary McDonald
		Target Completion Date:	02/28/2012
		Comments:	Multiple points of data from Division Benchmarks, eValueate, iStation, AIMSWeb, classroom summative assessments formed the basis of learning targets for each individual student. Students were tiered and appropriate interventions provided based on all the data points.
		Task Completed:	06/12/2012
Implement	Percent Task Complete:	Tasks completed: 7 of 7 (100%)	

Transformation Toolkit

Strand G: Leading Change (Especially for Principals)

Indicator	G1 - The principal is a change leader. (919)		
Status	Add a Task		
Assessment	Level of Development:	Initial: Limited Development 11/10/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal has been in place. Principal is leading school transformation with assistance of turnaround partner. Principal communicates the message of change at every opportunity. Prinicipal is attending webinars, seminars, and turnaround transformation. Selected leadership team has been put in place. Principal has appointed teachers to the transformation team based on leadership capabilities. Team members have been assigned roles and tasks.	
Plan	Assigned to:	Elizabeth Fennell	
	How it will look when fully met:	Principal will be the instructional leader of the school. Leading the staff through the change process with consistency.	
	Target Date:	06/01/2013	
	Tasks:		
		1. Principal will work with turn around partner to create plan.	
		Assigned to:	Gary McDonald
		Target Completion Date:	01/15/2012
		Comments:	Beginning January 2012, Principal meets with EdisonLearning Team weekly to evaluate student data, teacher observations, and create next steps.
		Task Completed:	06/10/2012

		2. Make Necessary Staff Changes / Reorganize leadership team and create roles for new members. Reorganize and make staff changes.	
		Assigned to:	Gary McDonald
		Target Completion Date:	02/01/2012
		Comments:	Principle has empowered leadership team to take more of a leadership role through the guidance of Edison and the VPES. Team members now rotate roles at each meeting such as, facilitator, scribe, secretary, process observer, etc. Necessary staff changes were made in November 2011.
		Task Completed:	02/01/2012
		3. The principal will participate in SURN's Principal's Academy which focuses on visible learning in terms of student engagement, instructional delivery, and administrative feedback to teachers.	
		Assigned to:	Subrina Parker
		Target Completion Date:	06/01/2013
		Comments:	7/10/12 - Principal attended SURN's Principal's Academy: Principal collaborated with principals across the state surrounding school improvement strategies. Principal's were introduced to the new teacher evaluation observation tools. 9/18/12 - Principal attended conference to review the new teacher observation tools and practice gathering data with the evaluations. 11/2/12 - Principal attended conference to receive technology training on collecting observation data using the evaluation instruments via filemaker pro. 12/14/12 - Principal attended conference to discuss observation data with other SURN principal's. There was also an overview of high yield strategies that are "look fors".
		Task Completed:	06/01/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)	

Indicator	G2 - The principal effectively and clearly communicates the message of change. (920)		
Status	Add a Task		
Assessment	Level of Development:	Initial: Limited Development 11/10/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal communicates message of change at every meeting with faculty and parents. Vision and mission statement have been reworked as a staff. Message is communicated at PTA meetings and Title I meetings, etc.	
Plan	Assigned to:	Victoria Miller	
	How it will look when fully met:	Vision and Mission statement will be revised and posted throughout the school. Change will be addressed at all staff/ data meetings. Change will be addressed in all parent /community meetings. Leadership will communicate change in grade level and team meetings. Minutes and agendas will reflect this	
	Target Date:	02/01/2013	
	Tasks:		
	1. Vision and Mission will be collaboratively created as a school staff.		
		Assigned to:	Belinda Rippon
		Target Completion Date:	06/01/2012
		Comments:	Professional development on how to create a school vision was held on October 20, 2011. Staff members were led in development entitled, "Vision Sketch". Teams came up with vision statements and staff voted on vision. On November 17, 2011, the staff created mission statements using consensus placemats. Vision Mission statements were completed and posted by December 1st, 2011. Leadership team revisited vision/mission statement on May 16, 2012 in order to create posters for upcoming year. Team members continued with belief statements in June 2012.
		Task Completed:	06/01/2012
	2. Principal will implement open communication with all staff. Some examples of this will be implementing a weekly staff agenda and sharing all administration team meeting minutes with staff and keeping the KES website updated with current information.		
		Assigned to:	Elizabeth Fennell
		Target Completion Date:	01/29/2013

		Comments:	9/9/12 - The KES Weekly Bulletin was emailed to staff. 9/16/12 -The KES Weekly Bulletin was emailed to staff. 9/23/12 - The KES Weekly Bulletin was emailed to staff. 9/30/12 - The KES Weekly Bulletin was emailed to staff. 10/7/12 - The KES Weekly Bulletin was emailed to staff. 10/14/12 - The KES Weekly Bulletin was emailed to staff. 10/21/12 - The KES Weekly Bulletin was emailed to staff. 10/28/12 - The KES Weekly Bulletin was emailed to staff. 11/4/12 -The KES Weekly Bulletin was emailed to staff. 11/11/12 - The KES Weekly Bulletin was emailed to staff. 11/18/12 - The KES Weekly Bulletin was emailed to staff. 11/25/12 - The KES Weekly Bulletin was emailed to staff. 12/2/12 - The KES Weekly Bulletin was emailed to staff. 12/9/12 - The KES Weekly Bulletin was emailed to staff. 12/16/12 -The KES Weekly Bulletin was emailed to staff. 12/30/12 - The KES Weekly Bulletin was emailed to staff. 1/6/13 - The KES Weekly Bulletin was emailed to staff. 1/13/13 -The KES Weekly Bulletin was emailed to staff.
		Task Completed:	06/01/2013
Implement	Percent Task Complete:		Tasks completed: 2 of 2 (100%)

Indicator	G3 - The principal collects and acts on data from a variety of sources and in a timely manner. (921)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/27/2011
	Evidence:	During every school improvement team meeting, (twice a month), the principal presents the school's current academic data. This include data from any screening such as IStation, AIMS, or PALS, and any benchmark data or grades as necessary. Monthly the principal reviews the school behavior report from SWSS and the attendance report.

Indicator	G4 - The principal, after reviewing the data, seeks quick wins. (922)		
Status	Objective Met 5/16/2012		
Assessment	Level of Development:		Initial: Limited Development 10/11/2011
			Objective Met - 05/16/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		After a data overview, the principal has tasked each grade level to come up with a quick win for that grade level based on the school academic data.
Plan	Assigned to:		Subrina Parker
	How it will look when fully met:		By looking at academic data, grade levels will be able to identify quick wins, implement, monitor progress towards increased academic achievement, and change interventions as necessary based on data.
	Target Date:		12/14/2012
Tasks:			
	1. Grade levels will identify a quick win and report out to school improvement team.		
		Assigned to:	Belinda Rippon
		Added date:	10/26/2011
		Target Completion Date:	10/12/2011
		Comments:	Collect quick wins and assist with data collection. Each grade level K-6 reported on quick win identified by their grade level based on academic data. Grade levels have implemented quick win strategies in approximately a month will report back to team on progress towards their goal.
		Task Completed:	10/12/2011
	2. Grade levels will report progress towards academic growth approximately one month after implementing quick wins. If growth is positive, quick win will continue. If students are not making progress, quick win will be adjusted.		
		Assigned to:	Belinda Rippon
		Added date:	10/26/2011
		Target Completion Date:	12/14/2011
		Comments:	Collect data and make quick decisions on instructional practices. Quick wins and accompanying data were reported at the December 14th meeting. Grade levels implementing daily computation instruction have seen steady gains and continue to work on these skills with students. Students not responding to the instruction and intervention are now receiving different intervention such as: working with manipulatives, Timez Attack, Extra Math, Peer assisted learning strategies.

		Task Completed:	12/14/2012
Implement	Percent Task Complete:		
	Objective Met:		5/16/2012
	Experience:		<p>5/16/2012</p> <p>Grade level teams are learning to identify quick wins for themselves. Act on their decisions and measure progress towards goals. Teams are stopping failing strategies.</p> <p>Grade AW Fall AW Spring IA EVAL</p> <p>1 67.7% 70.5%</p> <p>KES 2 60.4% 76% 83.6%</p> <p>3 46.2% 59.7% 69.1% 25%</p> <p>4 52% 66% 40% 36%</p> <p>5 63.6% 79% 71.9% 54%</p> <p>6 75% 71.6% 75.8% 83%</p>
	Sustain:		<p>5/16/2012</p> <p>Continued training on identifying quick wins, analyzing data, and making instructional decisions that benefit all students.</p>
	Evidence:		<p>5/16/2012</p> <p>Data collected from Universal Screening showing improvements. Benchmark data and Evaluate data which shows improvements at all grade levels except 3rd grade reading.</p>

Indicator	G5 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (923)		
Status	Objective Met 5/25/2012		
Assessment	Level of Development:		Initial: Limited Development 11/10/2011
			Objective Met - 05/25/2012
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Team meets twice a month for 1 hour each time. Prinicipal encourages team members to make decisions based on data, implement plans and monitor goals.	
Plan	Assigned to:		Michael Brickhouse
	How it will look when fully met:		Bi monthly meetings to assess school progress toward goals. Grade level and Encore teams are in place and have a leader to set up meetings with agenda items and data. Roles and responsibilities for teams are defined and assigned. Teams meet weekly for 50 minutes.
	Target Date:		01/15/2012
	Tasks:		
		1. Teams will collect data, keep minutes, and catalog work products to provide evidence of continuous improvement.	
		Assigned to:	Michael Brickhouse
		Added date:	12/12/2011
		Target Completion Date:	04/15/2012
		Comments:	Team minutes are kept in Indistar twice a month. Data is reviewed at every meeting. Team members take a shared responsibility in keeping team minutes.
		Task Completed:	04/15/2012
	2. Edison Learning will provide leadership training and support.		
		Assigned to:	Michael Brickhouse
		Added date:	02/08/2012
		Target Completion Date:	05/23/2012

		Comments:	<p>On February 8th, Edison Learning provided a 1 hour leadership training to the team to help build trust, decision making abilities, and other leadership roles.</p> <p>On January 25, team members established that there was a need to hold 90 minute meetings 2x/month.</p> <p>On February 22, Edison led the team in a trustbuilding activity - Best Hopes and Worst Fears.</p> <p>On March 14, Edison continued with training on Best Hopes and Worst Fears.</p> <p>On March 28, Edison continued with training on Best Hopes and Worst Fears. Edison presented the three key best hopes and fears of the group.</p> <p>On May 9th, Edison learning led the team in revising and finalizing Kiptopeke's Community Code.</p> <p>On May 16th, Edison assisted with finalizing the Vision and Mission that the staff created in the fall. Belief statements will be added and posters created this summer for all classrooms and hallways.</p>
		Task Completed:	05/25/2012
Implement	Percent Task Complete:		
	Objective Met:		5/25/2012
	Experience:		<p>5/25/2012</p> <p>Edison Learning has been a key force in creating a leadership team that truly has shared power. Through their empowerment and trust building activities team members are emerging as leaders.</p>
	Sustain:		<p>5/25/2012</p> <p>The Ten Minute Team will continue in the fall to assist with building teaming skills. Edison VPES will continue to play a vital role in planning Leadership meetings and supporting the team members with training, etc.</p>
	Evidence:		<p>5/25/2012</p> <p>Kiptopeke's Community Code has been revised, finalized, and is ready for publication for the 2012-13 school year.</p> <p>Kiptopeke's Vision and Mission has been revised and finalized. Belief statements are being suggested and will be voted on so that posters can be placed throughout the school for the upcoming school year.</p> <p>Meeting minutes - showing that Edison has been at every meeting since January.</p>

Indicator	G6 - The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies. (924)		
Status	Add a Task		
Assessment	Level of Development:	Initial: Limited Development 11/10/2011	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Schol transformation team has discussed strategies that are in question, 4-Square, and has given team members the autonomy to utilize strategies that work with students.	
Plan	Assigned to:	Lisa Sanders	
	How it will look when fully met:	Data and work samples will be presented at meeting in order to determine which strategies that need to be continued or discontinued. Data needs to be looked at for each subgroup to assist with making decisions.	
	Target Date:	06/01/2013	
	Tasks:		
	1. Grade levels will be asked to bring data and work samples in order to determine effectiveness of strategies and programs utilized in the school.		
	Assigned to:	Deborah Barban	
	Target Completion Date:	05/05/2012	
	Comments:	Accelerated math, Star Reader and Star Math, On January 19, 2012, all grade levels met with their partners from Occohannock Elementary to discuss pacing, curriculum alignment, and instructional practices that work During the month of February, March, and April, all grade levels met with their partners from OES to analyze benchmark trends, align curriculum, share instructional practices, and create common assessments.	
	Task Completed:	05/15/2012	
	2. During monthly Tiered Intervention Data Summary meetings, student specific intervention will be reviewed and decisions will be made on whether or not an intervention is effective. Intervention changes will be documented on TIDS forms and new or adjustments to interventions will be monitored for effectiveness.		
	Assigned to:	Belinda Rippon	
	Target Completion Date:	05/15/2013	
	Comments:	10-30 - 1st TIDS review of the year for K-6 in the area of reading. 12-11 and 12-13 - TIDS review in the areas of reading and math (5 students have moved to the problem solving stage) 2 students were moved from Tier 2 to Tier 1 in the area of reading. 7 students were moved from Tier 2 to Tier 1 in the area of early numerical skills.	
	Task Completed:	06/01/2013	
	3. The principal and school transformation team, monthly, will review data and discuss the effectiveness of strategies and identify corrective instructional approaches.		

		Assigned to:	Korrin Nash
		Target Completion Date:	06/01/2013
		Comments:	1/9/12 - ESD strategies were discussed at SIP team meeting and data was discussed along with student engagement strategies. 4/10/13 - Measure Up Live common assessment was reviewed as a team. 3rd grade Science was used as a model to create action steps for corrective instruction.
		Task Completed:	06/01/2013
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)	

Transformation Toolkit

Strand H: Evaluating, Rewarding, and Removing Staff

Indicator	H1 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (925)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: No development or Implementation 06/18/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Developing a recruitment system is vital. Positions go unfilled for long periods of time.	
Plan	Assigned to:	Not yet assigned	

Indicator	H2 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (926)		
Status	Tasks completed: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 06/18/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal and assistant principal were trained in Virginia's Pilot program at William and Mary. New evaluation system will be developed and implemented in school 2012-2013.	
Plan	Assigned to:	Subrina Parker	
	How it will look when fully met:	For the 2012-13 school year, staff development for all staff needs to occur by October 2013 in the observation process.	
	Target Date:	06/07/2013	
	Tasks:		
	1. The principal will evaluate a range of teacher skills and knowledge weekly using the Virginia Pilot program's observation instruments; Visible Teaching instrument, and Student Engagement instrument.		
	Assigned to:	Subrina Parker	
	Target Completion Date:	06/01/2013	
	Comments:	1/22/13 - 4 teacher observation were completed using Visible Teaching instrument and 6 were completed using the Student Engagement instrument.	
	Task Completed:	06/01/2013	
	2. Teachers will put together portfolios based on the VDOE's document: Virginia Standards for the Professional Practice of Teachers.		
	Assigned to:	Belinda Rippon	
	Target Completion Date:	06/07/2013	
	Comments:	8-24-12 - VDOE's document: Virginia Standards for the Professional Practice of Teachers was presented to staff at 1st faculty meeting. 1-24-13 - Assistant Superintendent presented a review of the Division's evaluation document for teachers with samples of what to include in the portfolio. 3-24-13 - Principal's weekly teaching tip focused on the Teacher Documentation Log which included examples of what evidence could be included for each of the 7 standards. 5-29-13 - Portfolio were discussed at SI team meeting. Portfolios are not required but recommended in order to get exemplary.	
	Task Completed:	06/05/2013	
	3. Student surveys will be completed by all students at the end of the school year using an electronic survey.		
	Assigned to:	Etta Robins	
	Target Completion Date:	06/07/2013	

		Comments:	4/26/2013 - The link for the collection of student surveys were distributed to all teachers in the division along with instructions for the completion of these surveys by the students. Teachers were given a code where, once the students have completed the survey, they can retrieve their results. 5/22/13 - Student survey links were sent to teachers for completion.
		Task Completed:	06/05/2013
		4. The administrative team will use the division approved observation tools to evaluate teacher skills and knowledge.	
		Assigned to:	Annette Gray
		Target Completion Date:	01/31/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 3 of 4 (75%)

Indicator	H3 - The principal includes evaluation of student outcomes in teacher evaluation. (927)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 06/13/2012	
	Evidence:	Through a pilot program on teacher evaluations from The College of William and Mary, all instructional staff created goals based on student outcomes. 40% of teacher evaluations were based upon student outcome data for the 2011-12 school year.	

Indicator	H5 - The LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures. (929)		
Status	Objective Met 6/14/2012		
Assessment	Level of Development:		Initial: Limited Development 10/31/2011
			Objective Met - 06/14/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Monthly Principal meetings have focused on the new teacher evaluation process, lesson planning and goal setting. The division implemented the use of a standardized lesson plan format which provides uniformity across the division in designing instruction for students. Along with this lesson plan format, a rubric was designed as a guide to help principals ensure that key components for effective lesson planning and delivery of instruction were present in teachers plans. To gauge the principals level of awareness inter-rater reliability sessions are conducted. Principals bring copies of their teacher's lesson plan, the rubric they presented to the teacher evaluating the lesson plan. They exchange plans from building to building and regrade the lesson plan. Each principal discusses the rating the lesson plan received from them, justifying each score given. A comparison to the original rating given by the building principal is shared to determine if both evaluators rating the lesson plan at the same level.</p> <p>As well, evaluations conducted of teachers are reviewed to determine skills that should be demonstrated by the teacher but are not being observed as administrators are conducting full classroom observations.</p>	
Plan	Assigned to:		Annette Gray
	How it will look when fully met:		A teacher performance pay program will be implemented based on the seven uniform standards included in the teacher evaluation model for the state. There would be clear performance goals, with descriptive indicators that specifically spells out the expected behavior to be observed. A monetary incentive of \$3,000.00 would be awarded to teachers who meet the criteria for the pay. Principals would receive ongoing training to ensure equitable implementation of the program.
	Target Date:		11/30/2011
Tasks:			
	1. Develop and implement a communication plan to inform teachers about the pay for performance program.		
		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	11/20/2012

		Comments:	04/11/2012 - Met with 4 teachers from KES regarding the pay for performance program for the division. The process was explained and the necessary materials were provided to each individual participating.
		Task Completed:	06/10/2012
	2. Develop guidelines for receiving the pay for performance incentive. Ensure that valid data are available on whether performance indicators have been met.		
		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	11/20/2011
		Comments:	05/23/2012 - Throughout the school year the Teacher Evaluation Committee has worked on the teacher handbook for the staff. The guidelines for the pay for performance incentives were revised and included in this handbook. The Teacher Evaluation Handbook has been presented to the School Board as a first read scheduled for board action at the next school board meeting.
		Task Completed:	05/23/2012
	3. Open the application process for the pay for performance program to identify teachers interested in participation.		
		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	11/30/2011
		Comments:	04/11/2012 - A total of 4 teachers applied to participate in the pay for performance incentive.
		Task Completed:	06/10/2012
	4. All teachers will participate in student achievement goal setting.		
		Assigned to:	Gary McDonald
		Added date:	10/31/2011
		Target Completion Date:	11/15/2011
		Comments:	Principal shared information and training on new evaluation process. Early release day on October 17, 2011 was utilized for administrative staff to provide guidance for teachers on creating goals.
		Task Completed:	11/15/2011
	5. During monthly principal meetings review with principals the seven teacher evaluation standards. Review walk through and observation documents to discuss observed behaviors that are representative of the indicators housed under each standard.		
		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012

		Comments:	<p>03/05/2011 - During the month of October 2011, the administrative team reviewed lesson plans as a group, focusing on consistency in ratings among different raters (inter-rater reliability). Schools exchanged plans that had been previously evaluated. The evaluation sheet was not exchanged. Each administrator evaluated their lesson plan based on the lesson plan evaluation rubric used within the division. The rater publicly shared the plan, highlighting the proficient pieces and the parts that needed work. Each evaluator justified their rating. The previous rating and the current ratings were compared and conversation was had.</p> <p>November 22, 2011 the curriculum specialist from Franklin visited the division and provided professional development on the parts of the lesson plan template and its alignment with the curriculum. The focus for this training was on the stated objective, a review of the introduction, guided practice and independent practice and its alignment with the essential skills and knowledge from the curriculum framework.</p> <p>January 17, 2012 during the monthly meeting with the principal each school presented one lesson plan. The focus of today's lesson plan training was anticipatory set. A representative from each building presented a lesson plan focusing on the anticipatory set. The team looked for alignment between the objective, the anticipatory set and the introduction.</p> <p>February 28, 2012 - the principal's training focused on the components of the lesson plan; the introduction. As in the previous months, plans were projected using an Elmo. Each building presented a copy of a lesson plan. They each discussed and justified their overall ratings of this particular section of the plan.</p> <p>05/23/2012 - During each of the planned meetings with the building administrative staff a component of the lesson plan was discussed with principals presenting examples of each standard.</p>
		Task Completed:	06/10/2012
		6. Division and building administration will conduct team observations and walk through observations of classroom teachers to determine the degree of agreement among the raters (inter-rater reliability) about the overall instructional performance of the teacher using the new teacher evaluation instrument and the standards.	
		Assigned to:	Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012

		Comments:	<p>6/10/2012 - During this school year, the principal, the superintendent, the assistant superintendent, and the division's liaison have performed walk through observations and have conducted debriefing exercises to discuss what was observed.</p> <p>As well, our Edison partners have walked with the administrative staff at the elementary school on classroom observations.</p> <p>During the school year at our monthly administrator's leadership meetings at Central Office, a review of observations conducted were shared. We looked at the alignment of the lesson plans created and the comments made by principals and other administrative staff.</p> <p>This task will continue into next year.</p>
		Task Completed:	06/10/2012
Implement	Percent Task Complete:		
	Objective Met:		6/14/2012
	Experience:		<p>6/14/2012</p> <p>School level administrative team members grew professionally in their knowledge of quality lesson plans, providing effective classroom management, and teacher observation process.</p>
	Sustain:		<p>6/14/2012</p> <p>Monthly Superintendent Leadership meetings will continue for the 2012-13 school year.</p>
	Evidence:		<p>6/14/2012</p> <p>Monthly Superintendent's Leadership TEam Meetings focused on developing quality lesson plans, providing effective classroom instruction, and using the Division's teacher observation documents and processes.</p>

Indicator	H6 - There is an established procedure for documenting the teacher evaluation process. (931)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 06/13/2012
	Evidence:	Division leadership established a clearly defined process for documenting teacher evaluations utilizing the Eduphoria appraise software.

Indicator	H8 - The evaluation process is linked with the LEA's collective and individual professional development programs. (933)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 06/13/2012
	Evidence:	All teachers participate in weekly data meetings and Professional Learning Community meetings focusing on identified professional development needs as determined by observations, lesson plans, walk-throughs, and student data.

Indicator	H14 - The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (939)		
Status	Objective Met 6/12/2013		
Assessment	Level of Development:		Initial: Limited Development 11/30/2011
			Objective Met - 06/12/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Northampton County is part of the school improvement pilot for teacher evaluation this school year. Teachers have been asked to develop student goals and staff development has been delivered for administration and teachers. Follow up training and review of goals will be provided by William and Mary College.	
Plan	Assigned to:		Elizabeth Fennell
	How it will look when fully met:		During Opening Day professional development activities, all teachers were provided with the division's teacher evaluation document. All teachers are compiling a professional portfolio in the 7 areas of evaluation to document their work and growth throughout the year. Teachers are creating Smart Goals which will be part of their documentation of student achievement and part of their portfolio.
	Target Date:		06/07/2013
	Tasks:		
	1. The LEA/School will provide professional development on the new teacher evaluation system.		
		Assigned to:	Elizabeth Fennell
		Added date:	03/27/2013
		Target Completion Date:	03/01/2013
		Comments:	1-14-13 - Assistant Superintendent provided professional development to all staff on the new teacher evaluation system providing staff with resources to assist with the development of teacher portfolios.
		Task Completed:	03/01/2013
	2. The school initiated a teacher of the month program to recognize teachers for exemplary performance monthly.		
		Assigned to:	Michael Brickhouse
		Added date:	03/27/2013
		Target Completion Date:	06/07/2013

		Comments:	January 2013 - 1st teacher of the month was selected and recognized February 2013 - 2nd teacher of the month was selected and recognized March 2013 - 3rd teacher of the month was selected and recognized April 2013 - 4th teacher of the month was selected and recognized May 2013 - 5th teacher of the month was selected and recognized
		Task Completed:	06/05/2013
Implement	Percent Task Complete:		
	Objective Met:		6/12/2013
	Experience:		6/12/2013 KES participated in the William and Mary Teacher Incentive Pilot Program during the 2011-12 school year. During the 2012-13 school year, KES implemented a Teacher of the Month to recognize outstanding teaching as determined by their peers.
	Sustain:		6/12/2013 KES will continue the Teacher of the Month program. Those teachers will also be recognized at school board meetings and in the school's monthly newsletter. The team will continue to implement new ways to recognize staff members.
	Evidence:		6/12/2013 KES Dolphin Talk newsletters. Teacher recognition wall in the front hallway. TTAC trainings from the 2011-12 school year. The school will continue to recognize excellence.

Transformation Toolkit

Strand I: Providing Rigorous Staff Development

Indicator	I2 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (950)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/31/2011
	Evidence:	An induction program designed to support new teachers for the first three years of their professional career with Northampton has been in place for the last 8-9 years. The induction program provides a teacher mentor who designs and presents professional development activities, performs classroom observations for professional feedback and development, and who selects building mentors to guide and support them. Teachers receive three years of support that results in the gradual release of support as the teacher moves into their second and third year with the division.

Indicator	I3 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (951)		
Status	Objective Met 6/12/2013		
Assessment	Level of Development:		Initial: Limited Development 10/31/2011
			Objective Met - 06/12/2013
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA used student SOL data, the results from a literacy audit conducted at the elementary school, looked at data from walk through observations and formal observation data to design staff development needs for the staff at KES.	
Plan	Assigned to:		Elizabeth Fennell
	How it will look when fully met:		Staff development provided to staff will originate from behaviors observed during an informal and/or formal classroom observation. PD360 will be embraced and effectively used to achieve individualized professional development for staff.
	Target Date:		01/31/2013
	Tasks:		
		1. Based on the individual needs of teachers, PD 360 will be used to provide individualized professional development.	
		Assigned to:	Elizabeth Fennell/Subrina Parker
		Added date:	10/31/2011
		Target Completion Date:	10/31/2012
		Comments:	1/16/13 - 534 individualized learning segments and 3,589 minutes of PD 360 professional development videos were viewed by teachers and administrators to date.
		Task Completed:	06/01/2013
		2. Professional development opportunities (in and out of the division) will be provided to teachers to develop identified weaknesses.	
		Assigned to:	Gary McDonald/Subrina Parker/Annette Gray
		Added date:	10/31/2011
		Target Completion Date:	04/30/2012

		Comments:	Due to the literacy audit from Spring 2011, reading instruction was identified as an area of need for teachers. During the 2011-12 school year, 25 conferences in the area of reading were attended by 15 different staff members. 7 individuals attended conferences in the area of math. 9 teachers attended the ODU Science training. 2 individuals attended Response to Intervention training on 4 occasions. 1 individual attended a training on Social Studies. 4 individuals participated in the ODU Gen F cohort trainings for school leadership. ELL teacher attended and presented at various ELL events throughout the county. 7 individuals attended trainings specific to their specialty area such as, gifted, art, media, guidance.
		Task Completed:	06/10/2012
	3. The principal will create professional plans of improvement for teachers exhibiting instructional weaknesses and poor student performance.		
		Assigned to:	Gary McDonald/Subrina Parker
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012
		Comments:	Throughout the 2011-12 school year, two teachers were placed on a plan of improvement. Through the assistance of leadership, data coach, and Edison both teachers were moved off the plan of improvement for the 2012-13 school year.
		Task Completed:	06/10/2012
	4. The professional development plan created for a weak teacher will specifically outline daily and weekly expectations and/or tasks. Anticipated improvement strategies will be clear, concise and time bound. Instructional supports will be included.		
		Assigned to:	Gary McDonald/Subrina Parker
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012
		Comments:	Based on the division teacher improvement plans, teacher expectations were clearly defined, improvement strategies were included, and teacher improvement goals were monitored closely.
		Task Completed:	06/10/2012
	5. To identify teachers who will participate in the pay for performance project.		
		Assigned to:	Gary McDonald
		Added date:	10/31/2011
		Target Completion Date:	11/30/2011
		Comments:	4 teachers were identified for pay for performance for the 2011-12 school year.
		Task Completed:	06/10/2012
	6. The principal, the internal lead, and the VPES will review the diagnostic evaluation completed by the diagnostic team and design professional development for staff.		
		Assigned to:	Gary McDonald/Annette Gray/Edison
		Added date:	10/31/2011
		Target Completion Date:	11/30/2011

		Comments:	<p>After reviewing the diagnostic evaluation completed by Edison, the areas identified as a need for professional development are: differentiation, co-planning/teaching via the Edison Learning special education specialist, Rigor and relevance, higher-level questioning, lesson planning, use of classroom furniture arrangement to encourage student engagement, word walls, Embedding calculators via Edison math consultant, Community Code and Core Values, and Leadership Team training.</p> <p>This task will continue in the 2012-13 school year. Professional development will focus on: change and the change process, student led conferencing/advisory, improved communication processes.</p>
		Task Completed:	11/30/2011
		7. As the VPES and the principal conduct classroom observations, professional development opportunities will be designed for teachers utilizing a variety of resources.	
		Assigned to:	Gary McDonald/Subrina Parker
		Added date:	10/31/2011
		Target Completion Date:	06/10/2012
		Comments:	<p>Professional Learning Communities began January 26, 2012 and continued weekly through May 17, 2012 focusing on identified needs based on classroom observations. Areas of need addressed through this professional development were: lesson planning, VDOE math resources, word walls, Evaluate analysis, differentiation.</p> <p>November 16, 2011 early release day, Data Coach delivered a follow up training on differentiation strategies using Kagan structures during the delivery. Revised division lesson plan format includes a plan for students who are prerequisite, target, and enriched. This lesson plan format will be in place beginning January 31, 2012</p> <p>On February 28, 2012, Edison's expert on inclusion Mark Di Consiglio presented on accommodations for all students including the 5 different co-teaching partnerships.</p> <p>At the March 14th, leadership meeting the team formulated a consensus on the definition of differentiation. We will begin action planning for differentiation at the next meeting. During the month of March, all ACT trainings for new teachers focused on differentiation and planning for differentiation. During the month of March, PLC's focused on planning for differentiation.</p> <p>March 28, 2012 - presented action plan to team. Edison will present their action planning document at our next meeting. Team will select which document to use for action planning.</p> <p>On April 10, 2012, Edison's specialist on inclusive practices met with each grade level team during planning time on co-teacher practices and planning needs. This objective continues to be a need for our school during the 2012-13 school year. Training will continue in the fall 2012.</p> <p>Edison math specialist visited the math teachers on and offered feedback to the 3-6 math teachers.</p>

		Task Completed:	06/10/2012
Implement	Percent Task Complete:		
	Objective Met:		6/12/2013
	Experience:		6/12/2013 LEA provides professional development at monthly early dismissals. These are planned and organized by central office administration based on the needs of the school. PD 360 is in place for teachers' individual professional development needs. All professional development is based on student performance data.
	Sustain:		6/12/2013 PD 360 will continue to be a resource for individualized professional development. EdisonLearning will continue to provide PD for staff members as needed based on school data.
	Evidence:		6/12/2013 Weekly Data Meetings and PLC meetings are part of the culture of the school. These meetings are adjusted as data is analyzed. Professional development has been planned for the year based on the needs of the students based on the school's data. For example, there was a focus on math professional development due to SOL scores from the previous year.

Indicator	I9 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (959)		
Status	Objective Met 6/18/2012		
Assessment	Level of Development:	Initial: Limited Development 10/31/2011	
		Objective Met - 06/18/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA purchased PD360 for use in individualizing staff development for teachers. To date principals use it very infrequently.	
Plan	Assigned to:	Subrina Parker	
	How it will look when fully met:	Teachers will be allowed to participate in a variety of professional development activities designed to improve academic outcomes for students.	
	Target Date:	06/12/2012	
	Tasks:		
	1. The principal will explore opportunities for teachers to participate in professional growth activities targeting areas of weaknesses. Teachers will then return and participate in professional dialogue, by sharing ideas and materials with other staff.		
	Assigned to:	Gary McDonald/Subrina Parker	
	Added date:	10/31/2011	
	Target Completion Date:	06/10/2012	
	Comments:	Collect peer observation logs. Grade level minutes indicating discussion of what was learned from observation. Documenting with anecdotal records meeting with teacher who was observed. Peer Observations were completed during the week of February 13th. During the week of February 20, PLC teams shared out instructional practices and administrator compiled a list of strategies to share with school. Professional development opportunities for teachers focused on the following areas: National Board trainings were attended by 3 teachers. Specialty specific trainings ie. art, ELL, gifted, speech, media were attended by 5 teachers. History training was attended by 1 teacher. Science ODU training was attended by 9 teachers. GenF training was attended by 3 teachers. RTI Conferences were attended by 2 teachers. Math intervention training was attended by 6 teachers. Reading training was attended by 15 teachers. Kagan structures was attended by 5 teachers and 1 teacher returned and led a training using Kagan structures.	
	Task Completed:	06/10/2012	

		2. The administrative staff will share the teacher observation "look for" document the teachers. This document clearly outlines the elements found on the classroom observation instrument.
	Assigned to:	Gary McDonald/Subrina Parker
	Added date:	10/31/2011
	Target Completion Date:	11/15/2011
	Comments:	Document was shared with all staff via email.
	Task Completed:	11/15/2012
Implement	Percent Task Complete:	
	Objective Met:	6/18/2012
	Experience:	6/18/2012 Due to our rural setting, it is difficult and costly to send teachers to staff development off the shore. Also, due to teacher turnover, professional development continues to be a challenge for our substantially new staff.
	Sustain:	6/18/2012 Teachers will continue to be recommended for professional development activities inside and outside the division. New teachers get continuous training via the mentoring program within the division.
	Evidence:	6/18/2012 Professional development opportunities for teachers focused on the following areas: National Board trainings were attended by 3 teachers. Specialty specific trainings ie. art, ELL, gifted, speech, media were attended by 5 teachers. History training was attended by 1 teacher. Science ODU training was attended by 9 teachers. GenF training was attended by 3 teachers. RTI Conferences were attended by 2 teachers. Math intervention training was attended by 6 teachers. Reading training was attended by 15 teachers. Kagan structures was attended by 5 teachers and 1 teacher returned and led a training using Kagan structures.

Indicator	I11 - The LEA/School promotes a school culture in which professional collaboration is valued and emphasized. (961)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 06/13/2012
	Evidence:	All grade level teachers have a common planning time. All teachers participate in weekly data meetings and Professional Learning Communities/Professional Development meetings. Monthly horizontal meetings occur between the two elementary schools.

Transformation Toolkit

Strand J: Increasing Learning Time

Indicator	J1 - The principal is familiar with research and best practices associated with efforts to increase learning time. (962)	
Status	Full Implementation	

Assessment	Level of Development:	Initial: Full Implementation 11/30/2011
	Evidence:	Principal has attended School Improvement Training.

Indicator	J3 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (964)
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Status Tasks completed: 0 of 1 (0%)

Assessment	Level of Development:	Initial: No development or Implementation 06/25/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	At this time, this is an area where we have no development, but we are beginning implementation with the Elementary Summer Enrichment Program.

Plan	Assigned to:	Subrina Parker
	How it will look when fully met:	Principal will get community involved in supporting the transformation process at Kiptopeke Elementary. She will be active in communicating and collaborating with community organizations, parents, students and civic leaders. All organizations will be focused on improving academic outcomes for Kiptopeke Elementary.
	Target Date:	06/18/2014

Tasks:

		1. The school will provide parents with resources that will help them to better support the learning of their children at home and at the same time expose them to possible learning opportunities to them as adults.	
		Assigned to:	Subrina Parker
		Target Completion Date:	06/18/2013
		Frequency:	monthly
		Comments:	Record dates of visits and talks with community based organizations.

Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
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Indicator	J6 - The LEA/School creates and sustains partnerships to support extended learning. (967)
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Status **Full Implementation**

Assessment	Level of Development:	Initial: Full Implementation 11/30/2011
	Evidence:	Supplemental Education Services are provided to targeted students annually.

Transformation Toolkit			
Strand K: Reforming Instruction			
Indicator	K1 - The school has established a team structure among teachers with specific duties and time for instructional planning. (970)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 11/09/2011	
	Evidence:	All grade levels have common planning times, 50 minutes daily.	
Indicator	K2 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (971)		
Status	Objective Met 11/5/2012		
Assessment	Level of Development:	Initial: Limited Development 10/27/2011	
		Objective Met - 11/05/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal is monitoring instruction on a daily basis. The principal has set school goals asking teachers to tie classroom goals to the school goal: Transforming Our School, Every Student Every Day 100% Success, Our Goal is to make AYP!	
Plan	Assigned to:	Belinda Rippon	
	How it will look when fully met:	School will meet AYP goals. Instructors will be reflective and continue to improve instruction daily. Teachers will develop leadership skills and become part of the constant continuous improvement of KES.	
	Target Date:	10/19/2012	
Tasks:			
	1. Create a Vision and Mission for KES as a school staff.		
		Assigned to:	Belinda Rippon
		Added date:	10/27/2011
		Target Completion Date:	11/22/2011

		Comments:	Staff members met in 8 small groups to brainstorm ideas for our school's vision. Visions were presented to all grade levels to vote. On October 20, 2011, KES staff members were presented with professional development on the importance of a staff having a shared vision. 8 teams created their vision statement. On October 26th, the list of suggested vision statements were distributed to each grade level to vote for the school's vision. School's vision was voted for by all grade levels and selected. Mission statement was worked on during November staff meeting and finalized November 2012.
		Task Completed:	11/18/2012
	2. All teachers will create classroom data centers in order to set class goals, monitor progress towards these goals, and celebrate accomplishing goals.		
		Assigned to:	Belinda Rippon
		Added date:	10/27/2011
		Target Completion Date:	11/11/2011
		Comments:	On September 15th, Professional development was provided to all teachers on the value of creating a classroom data center. Classroom data centers are part of the continuous improvement classroom and an avenue to create self-regulated learners. Professional development on self-regulated learners using the Editure series was provided as well. On October 20th, a powerpoint displaying KES classroom data centers was presented to staff members as a celebration of the creativeness of our teachers. Other teachers were encouraged to check out their peers' centers. Classroom teachers added Evaluate to their classroom data centers beginning January 2012.
		Task Completed:	02/08/2012
	3. Edisen Learning will provide leadership training for Leadership team.		
		Assigned to:	Gary McDonald
		Added date:	02/15/2012
		Target Completion Date:	02/08/2012
		Comments:	Training was provided by Edison Learning consultant to the leadership team on Feb. 8th, 2012 from 3:45-5:00 that will assist with building team trust, leadership capacity, assigning roles, and creating agendas as a team. Norms were reviewed by team and new norms were added.
		Task Completed:	02/08/2012
	4. Staff will create KES Belief Statements		
		Assigned to:	Lisa Sanders
		Added date:	11/05/2012
		Target Completion Date:	10/19/2012

		Comments:	<p>During staff "Opening Day" on 8/24/12, all staff members participated reflecting on their own beliefs about teaching and learning. They then composed belief statements, which were collected as exit tickets.</p> <p>During the 9/27/12 staff meeting, all belief statements from 8/24/12 were compiled and displayed as a gallery walk. During the gallery walk, staff members placed stickers by their top five statements.</p> <p>SIP/Leadership Team member compiled the data collected at the 9/27/12 meeting and presented top three statements to staff on 10/10/12. Staff had a week to provide any additional feedback.</p> <p>Belief statements were adopted 10/19/12.</p>
		Task Completed:	10/19/2012
Implement	Percent Task Complete:		
	Objective Met:		11/5/2012
	Experience:		<p>11/5/2012</p> <p>Fall of 2011, staff began the creation of a school wide vision & mission during faculty meetings. Vision & mission statements were finalized November 2011. School wide implementation took effect March 2012. Process continued with the start of the 2012-2013 school year, and the creation of belief statements.</p>
	Sustain:		<p>11/5/2012</p> <p>We are in the process of institutionalizing the KES vision, mission, & belief statements in the following ways: All correspondence contains vision & mission statements; the KES webpage displays the vision, mission, & belief statements; vision & mission are included in morning announcements; and, classroom data centers will be uniform in displaying vision, mission, & belief statements by 11/30/12.</p>
	Evidence:		<p>11/5/2012</p> <p>School stakeholders know the KES vision, mission, & belief statements and can speak to them effectively.</p>

Indicator	K3 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (972)		
Status			
Assessment	Level of Development:	Initial: Limited Development 11/10/2011	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal and assistant principal meet with teachers following evaluations. Principal and assistant principal assist teachers in selecting goals and implementing an action plan for instructional improvements. PD 360 is also utilized to individualize professional development needs. Staff professional development comes from collective needs of the staff as discussed at Leadership Meetings.	
Plan	Assigned to:	Elizabeth Fennell	
	How it will look when fully met:	Professional Learning Communities began January 26, 2012 and focused on the professional development needs for the staff. Teams of teachers will meet weekly during grade level meetings. Professional development will be determined by teachers' needs as determined by walk-throughs and observations. During the 2012-13 school year, PLC PD's will continue weekly during grade level meetings. Topics will be determined by walk-throughs, observations, and staff needs. PLC's will assist with building a culture of community, trust, and job-embedded professional development so that teachers improve their instructional skills.	
	Target Date:	01/31/2013	
Tasks:			
		1. Professional learning communities will meet weekly for 50 minutes during planning time to focus on professional development needs of the staff and Edisen's 5 Strands - A Holistic Approach to Student Achievement .	
		Assigned to:	Gary McDonald
		Target Completion Date:	06/01/2012
		Comments:	Weekly PLC minutes
		Task Completed:	05/17/2012
		2. Through the collaboration of edisonLeaning, school administration, and staff input, PLC topics will be identified based on staff needs.	
		Assigned to:	Victoria Miller
		Target Completion Date:	06/07/2013
		Comments:	10/9/12 - eValue PD for teachers. 10/25/12 - Inclusion PD for teachers. 11/29/12 - Interactive Achievement test building PD for teachers. 11/29/12 - ST Math PD for 2nd and 3rd grade math teachers. 1/10/13 - Comprehension PD for teachers.

		Task Completed:	06/01/2013
Implement	Percent Task Complete:		Tasks completed: 2 of 2 (100%)

Indicator	K4 - The principal ensures that teachers align instruction with standards and benchmarks. (974)		
Status	Tasks completed: 5 of 6 (83%)		
Assessment	Level of Development:	Initial: Limited Development 11/10/2011	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal and assistant principal review lesson plans weekly looking for alignment with NCPS curriculum.	
Plan	Assigned to:	Elizabeth Fennell	
	How it will look when fully met:	The principal and assistant principal will review lesson plans weekly and provide formative and reflective feedback to teachers in a timely manner. Administration will also highlight and recommend best practices to be utilized in ensuring instruction is aligned with standards and benchmarks.	
	Target Date:	06/01/2013	
	Tasks:		
	1. Teachers meet weekly as data teams to discuss all assessment data and discuss alignment of instruction.		
	Assigned to:	Belinda Rippon	
	Target Completion Date:	06/01/2012	
	Comments:	Data team minutes met weekly on Tuesdays from September through May 15, 2012	
	Task Completed:	06/01/2012	
	2. Horizontal meetings between 2 elementary schools will occur beginning in January during the monthly early release days. These meetings are intended for subject level and grade level teachers to discuss alignment issues, benchmark data, and best practices.		
	Assigned to:	Belinda Rippon	
	Target Completion Date:	06/01/2012	
	Comments:	minutes from horizontal meetings. January 18th was the first horizontal team meeting. Teacher teams met by grade level/subject level and discussed concerns with curriculum and alignment. Feb. 15 - horizontal teams met to analyze patterns in benchmark 2 data and to document any alignment concerns. Teams continued to meet on March 21th and April 18th to work on curriculum alignment.	
	Task Completed:	06/01/2012	

		3. Administration will support teachers in utilizing the Teacher Direct resources found on the VDOE website.	
		Assigned to:	Kelly Mills
		Target Completion Date:	06/07/2013
		Comments:	9/13/12 - Principal emailed all teachers the Teacher Direct resource information 9/20/12 - Data Coach provided all math teachers with VDOE vocabulary cards 10/21/12 - Science Enhanced Scope and Sequence resources were sent to all science teachers 12/6/12 - VDOE Rigor video PD 12/31/12 - VDOE math test recommendations were sent to all math teachers 1/16/13 - New VDOE math vocabulary cards were given to all math teachers
		Task Completed:	06/01/2013
		4. Lesson Plan review meeting with school level administration team, edisonLearning, and central office administration occurs weekly. Minutes are shared with staff.	
		Assigned to:	Elizabeth Fennell
		Target Completion Date:	01/31/2013
		Comments:	12/19/12 - Lesson plans were reviewed with team. 12/26/12 - Lesson plans were reviewed with team. 10/10/12 - Lesson plans were reviewed with team. 10/17/12 - Lesson plans were reviewed with team. 11/7/12 - Lesson plans were reviewed with team. 11/28/12 - Lesson plans were reviewed with team. 12/5/12 - Lesson plans were reviewed with team. 1/9/13 - Lesson plans were reviewed with team. 1/16/13 - Lesson plans were reviewed with team.
		Task Completed:	06/01/2013
		5. The LEA and school will ensure that alignment and rigor are incorporated in science and English.	
		Assigned to:	Korrin Nash
		Target Completion Date:	06/20/2013
		Comments:	12/6/12 - VDOE Rigor, Relevance, & Relationships PD was provided to teachers. 1/16/2013 - The science teachers met at central office to update their science curriculum and to align it with their newly adopted and received textbook. 1/16/13 - 6th grade English teachers met to align reading curriculum.
		Task Completed:	06/01/2013
		6. The LEA/School will ensure that alignment and rigor are incorporated in English and Math.	
		Assigned to:	Korrin Nash
		Target Completion Date:	06/09/2014
		Frequency:	four times a year

		Comments:	List dates of curriculum revision.
Implement	Percent Task Complete:	Tasks completed:	5 of 6 (83%)

Indicator	K5 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)		
Status	Objective Met 6/14/2012		
Assessment	Level of Development:		Initial: Limited Development 11/10/2011
			Objective Met - 06/14/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers meet weekly with data coach with a focus on data-based decision making. KEs has in place a benchmarking system - Interactive Achievement - which reports student performance by subgroup, skill, and question. The data collected from benchmarks are a constant discussion at data meetings in which teachers identify strengths and weaknesses and develop a plan to attack weak skill areas and students. IStation data is also monitored weekly at data meetings and the problem-solution cycle occurs at every meeting. Other data included are AIMS screenings, weekly monitoring data, and classroom data.	
Plan	Assigned to:		Subrina Parker
	How it will look when fully met:		Teachers will utilize common assessments to monitor and assesses students to ensure curriculum alignment and pacing. As teachers find inconsistencies with the curriculum they will document and make appropriate adjustments.
	Target Date:		06/01/2012
	Tasks:		
		1. Implement, utilize, and monitor IStation with grades K-6. IStation will be used as a Universal Screener monthly in the area of reading.	
		Assigned to:	Stacy Miller
		Added date:	12/12/2011
		Target Completion Date:	06/01/2012

		Comments:	Beginning in September 2011, students in grades 2-6 were screened in reading using IStation. Kindergarten and 1st grade began screening in October. After training in October from the IStation consultant intervention groups were created and students began receiving the IStation intervention lessons and prescribed computer time beginning the week of October 17th, 2011. Screening continues and all grade level trend lines are progressing upwards. The number of students at Tier 1 grew for all grade levels through December 2011. In January 2012, the norms for the tiered groups were changed and more students at grades 4-6 were placed in the tier 2 and 3 groups even though average performance levels increased. Intervention groups were redistributed and all students are receiving the appropriate interventions and time on the program. Priority and Usage reports are reviewed weekly by administration and discussed at weekly data meetings to ensure fidelity to the program. We are having connectivity issues and IStation has been contacted to resolve this issue. Istation continues to be a priority for our school. Ensuring appropriate usage times and priority lessons are delivered. The May screening will be the last screening for our school as we prepare for upcoming SOL testing.
		Task Completed:	05/11/2012
		2. The school will conduct the AIMS Universal Screening in the area of reading and math 3x per year to assess the core curriculum.	
		Assigned to:	Belinda Rippon
		Added date:	12/12/2011
		Target Completion Date:	06/01/2012
		Comments:	Universal Screening Data Summary September 2011 – January 2012 For core instruction to be considered effective approximately 80% of the student population should be at tier 1 for each skill. There appears to be major concerns about core instruction at KES when looking at the reading and math data. Reading FluencyWinter Screen 1st grade Tier 1 – 79% Tier 2 – 18% Tier 3 – 2% 2nd grade - 80.4% of the students tested at Tier 1Tier 1 – 76.5% - 13.3% tested at Tier 2Tier 2 – 15.8% - 6% tested at Tier 3Tier 3 – 7.1% 3rd grade - 70.6% tested at Tier 1Tier 1 – 71% - 16.6% tested at Tier 2Tier 2 – 18% - 12.4% tested at Tier 3Tier 3 – 11% 4th grade - 58% tested at Tier 1Tier 1 – 66.9%

- 22% tested at Tier 2	Tier 2 - 9%
- 20% tested at Tier 3	Tier 3 - 23.5%
5th grade	
- 57% tested at Tier 1	Tier 1 - 73%
- 33% tested at Tier 2	Tier 2 - 20%
- 10% tested at Tier 3	Tier 3 - 7%
6th grade	
- 70% tested at Tier 1	Tier 1 - 69%
- 16% tested at Tier 2	Tier 2 - 13%
- 14% tested at Tier 3	Tier 3 - 18%
Early Literacy Skills	
Kindergarten	
Letter Naming Fluency	
- 74% tested at Tier 1	Tier 1 - 80.2%
- 20.2% tested at Tier 2	Tier 2 - 14%
- 5.3% tested at Tier 3	Tier 3 - 5.5%
Letter Sound Fluency	
- 77% tested at Tier 1	Tier 1 - 84%
- 23% tested at Tier 3	Tier 2 - 13%
- *There is no Tier 2 considered for this skill in the fall for	
K. Tier 3-2%	
Phoneme Segmentation Fluency	
	Tier 1 - 66.8%
	Tier 2 - 24%
	Tier 3 - 10%
1st grade	
Nonsense Word Fluency	
- 81.9% tested at Tier 1	Tier 1 - 69.2%
- 8.1% tested at Tier 2	Tier 2 - 14.4%
- 9.5% tested at Tier 3	Tier 3 - 15.8%
Phoneme Segmentation	
- 41% tested at Tier 1	Tier 1 - 32%
- 41% tested at Tier 2	Tier 2 - 34%
- 18% tested at Tier 3	Tier 3 - 34%
Math Computation	
1st	
- 67.7% tested at Tier 1	Tier 1 - 57.1%
- 12.4% tested at Tier 2	Tier 2 - 16.1%
- 19.3% tested at Tier 3	Tier 3 - 26.4%
2nd	
- 60.4% tested at Tier 1	Tier 1 - 88%
- 22.6% tested at Tier 2	Tier 2 - 5.8%
- 16.6% tested at Tier 3	Tier 3 - 5.8%
3rd	
- 46.2% tested at Tier 1	Tier 1 - 59.7%
- 21.2% tested at Tier 2	Tier 2 - 27.6%
- 32% tested at Tier 3	Tier 3 - 12.2%
4th grade	
- 52% tested at Tier 1	Tier 1 - 71%
- 13% tested at Tier 2	Tier 2 - 11%
- 35% tested at Tier 3	Tier 3 - 18%
5th grade	
- 63.6% tested at Tier 1	Tier 1 - 85.7%
- 20.6% tested at Tier 2	Tier 2 - 12.2%
- 15.4% tested at Tier 3	Tier 3 - 1.7%
6th grade	
- 75% tested at Tier 1	Tier 1 - 85.7%
- 16% tested at Tier 2	Tier 2 - 6%

- 9% tested at Tier 3	Tier 3 – 6%
Early Numeracy	
Kindergarten	
Oral Counting	
- 80% tested at Tier 1	Tier 1 – 82.5%
- 10% tested at Tier 2	Tier 2 – 5.7%
- 10% tested at Tier 3	Tier 3 – 11.5%
Number ID	
- 67% tested at Tier 1	Tier 1 – 100%
- 23% tested at Tier 2	
- 10% tested at Tier 3	
Quantity Discrimination	
- 55.3% tested at Tier 1	Tier 1 – 100%
- 22.1% tested at Tier 2	
- 22.1% tested at Tier 3	
Missing Number	
- 62% tested at Tier 1	Tier 1 – 68%
- 0% tested at Tier 2	Tier 2 – 17%
- 38% tested at Tier 3	Tier 3 – 15%
1st grade	
Oral Counting	
- 77% tested at Tier 1	Tier 1 – 100%
- 13% tested at Tier 2	
- 10% tested at Tier 3	
Number ID	
- 63.5% tested at Tier 1	Tier 1 – 74.3%
- 20.7% tested at Tier 2	Tier 2 – 16.3%
- 15.2% tested at Tier 3	Tier 3 – 9%
Quantity Discrimination	
- 58% tested at Tier 1	Tier 1 – 66.9%
- 27.7% tested at Tier 2	Tier 2 – 22.3%
- 23.8% tested at Tier 3	Tier 3 – 10.3%
Missing Number	
- 70.6% tested at Tier 1	Tier 1 – 63.4%
- 16.6% tested at Tier 2	Tier 2 – 25.7%
- 12.9% tested at Tier 3	Tier 3 – 10.5%
Reading MAZE	
3rd	
Tier 1 – 43.5%	Tier 1 – 56.1%
Tier 2 – 23.2%	Tier 2 – 35.1%
Tier 3 – 32.8%	Tier 3 – 8.4%
4th	
Tier 1 – 55.4%	Tier 1 – 68.5%
Tier 2 – 24.5%	Tier 2 – 19.5%
Tier 3 – 19.6%	Tier 3 – 11.7%
5th	
Tier 1 – 63.7%	Tier 1 – 59.1%
Tier 2 – 21.2%	Tier 2 – 28.7%
Tier 3 – 14.7%	Tier 3 – 11.8%
6th	
Tier 1 – 67%	Tier 1 – 70%
Tier 2 – 18%	Tier 2 – 18%
Tier 3 – 16%	Tier 3 – 12%

			Spring Universal screening was conducted the first week of May 2012. Results by grade level are below.
		Task Completed:	05/11/2012
		3. The school will benchmark all students in grades 2-6 every 6 weeks. The benchmarks will inform teachers on instructional practices, curriculum-alignment. Data will be discussed at weekly data meetings and instructional decisions will be made.	
		Assigned to:	Stacy Miller
		Added date:	12/12/2011
		Target Completion Date:	06/01/2012
		Comments:	Benchmarking occurred in grades 2-6 for reading and math, and grades 3-6 in all tested areas. After each benchmark data was reviewed during data meetings. After the 2nd benchmarking period, corrective action plans were put in place by administration and all grade levels were expected to create a student centered corrective instruction plan by each standard. This plan was monitored weekly for completion and documentation of mastery of skills after reassessments were given. Teachers created new plans after the 3rd benchmark period.
		Task Completed:	05/11/2012
		4. Beginning in January 2012, students in grades 3-6 will participate in eValuate testing from Edison learning in the areas of reading and math.	
		Assigned to:	Belinda Rippon
		Added date:	01/25/2012
		Target Completion Date:	06/01/2012
		Comments:	document baseline data and monthly growth Students in grades 3-6 participated in monthly Evaluate testing from January - May 2012. Data shows improvements in all areas except for 3rd grade reading. A plan was put in place after Spring Break to assist with 3rd grade reading instruction to improve this area of concern.
		Task Completed:	05/11/2012
		5. Teachers will create a corrective action plan for each subject based on benchmark 2 and turn into administration. Teachers will also Tier their students and document interventions for Tier 2 and 3 students.	
		Assigned to:	Belinda Rippon
		Added date:	02/15/2012
		Target Completion Date:	02/27/2012
		Comments:	After the 2nd benchmarking period, corrective action plans were put in place by administration and all grade levels were expected to create a student centered corrective instruction plan by each standard. This plan was monitored weekly for completion and documentation of mastery of skills after reassessments were given. Teachers created new plans after the 3rd benchmark period.
		Task Completed:	05/11/2012
Implement	Percent Task Complete:		
	Objective Met:		6/14/2012

	Experience:	6/14/2012 Data meetings are held weekly with all staff members focusing on all student data, analyzing data, and creating corrective action plans and Tiered student summaries. Staff members worked diligently on this process. Learning curves were evident. Some teachers struggled with the process, but in the end all teachers completed the necessary documents.
	Sustain:	6/14/2012 Weekly Data meetings will continue next year focusing on the assessments given at the school level: Division benchmarks, eValue, iStation, AIMSweb Universal Screening and progress monitoring. New teachers will be introduced to this process.
	Evidence:	6/14/2012 Corrective Action Plans are collected Quarterly and evidence is help by leadership team. Data Meeting agendas/minutes are kept weekly.

Indicator	K6 - All teachers, working in teams, differentiate and align learning activities with state standards. (976)		
Status	Tasks completed: 3 of 6 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/12/2011	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In August 2011, the faculty was provided a 2 day training on differentiation processes.	
Plan	Assigned to:	Susanne Spady	
	How it will look when fully met:	Differentiated instruction adapts instruction to meet the needs of individual learners, providing all students with the appropriate level of challenge and the appropriate supports to help them reach learning goals. Therefore, all learners will achieve success.	
	Target Date:	06/01/2013	
	Tasks:		
		1. Continuous trainings to ensure the principles of differentiated instruction are implemented and maintained in classrooms.	
		Assigned to:	Dulce Yasay
		Target Completion Date:	06/01/2012

		Comments:	<p>plan trainings with leadership to ensure differentiation is at the heart of many trainings</p> <p>November 16, 2011 early release day, Data Coach delivered a follow up training on differentiation strategies using Kagan structures during the delivery.</p> <p>Revised division lesson plan format includes a plan for students who are prerequisite, target, and enriched. This lesson plan format will be in place beginning January 31, 2012</p> <p>On February 28, 2012, Edisen's expert on inclusion Mark Di Consiglio presented on accommodations for all students including the 5 different co-teaching partnerships.</p> <p>At the March 14th, leadership meeting the team formulated a consensus on the definition of differentiation. We will begin action planning for differentiation at the next meeting.</p> <p>During the month of March, all ACT trainings for new teachers focused on differentiation and planning for differentiation.</p> <p>During the month of March, PLC's focused on planning for differentiation.</p> <p>March 28, 2012 - presented action plan to team. Edisen will present their action planning document at our next meeting. Team will select which document to use for action planning.</p> <p>On April 10, 2012, Edison's specialist on inclusive practices met with each grade level team during planning time on co-teacher practices and planning needs.</p> <p>This objective continues to be a need for our school during the 2012-13 school year.</p> <p>Training will continue in the fall 2012.</p>
		Task Completed:	05/25/2012
	2. All teachers at division elementary schools will meet monthly to analyze data, align curriculum, differentiate lessons, and share best practices. These meetings will occur monthly for 2 hours during early release day.		
		Assigned to:	Kimberely Smith
		Target Completion Date:	06/01/2012
		Comments:	<p>Cross school meetings began January 18th and continued on February 15th, March 21st, and April 18th. At these meetings, teachers from the same grade level across the two elementary schools met to analyze benchmark data, adjust curricula as needed, discuss instructional strategies that work, and create common assessments. This process will continue during the 2012-13 school year and will be enhanced with common planning times by grade levels across the two schools.</p>
		Task Completed:	05/09/2012
	3. The modeling of differentiation practices will occur by using division resources such as; edisonLearning, VDOE Literacy and Math consultants, Benchmark to Literacy consultant, and school level model classrooms.		
		Assigned to:	Susanne Spady
		Target Completion Date:	06/07/2013

		Comments:	<p>11/09/2012 - The teachers were provided a 2-day training in August to introduce them to the new reading series. Teachers were clearly overwhelmed with the content and openly expressed their frustration. The training was deliberately designed so as not to overwhelm which is why the focus for the training on that day centered on only two components of the reading series (whole group, Phonics/Word Study). 10/11/12 & 10/12/12 follow up training was provided to the teachers in the division. The remaining components of the series was introduced to the teachers. The focus for the professional development sessions were to engage the teachers and administrators in research-based practices in the areas of guided reading, classroom management, and differentiated instruction strategies, to present strategies to help ALL students become critical readers, to provide in-depth information and analysis on literacy assessments, to use instructional technology to assist in the task of teaching students to read, to help teachers understand the need to develop routines and rituals for Benchmark Literacy. At the end of the second trainings, the teachers were feeling better, but not yet settled and comfortable.</p> <p>11/26/12 - Additional trainings were organized and presented to teachers. Administration indicated that teachers continue to struggle with the implementation of the reading series. As a result, the next training will include classroom modeling for the teachers. The most difficult classrooms were selected for modeling. The presenter walked the teachers through the delivery of the reading content, implementing all components of the reading series. Teachers finally got it! They repeated shared that this was the most beneficial training of all.</p> <p>1/10/13 - The KES administrator shared that teachers are implementing the reading series much better than before, but that they still would like to have follow up with the Benchmark Literacy trainer again. Steps will be taken to secure the services of the trainer for February 2013.</p> <p>1/2013 and 2/2013 - TTAC provided trainings on co-teaching planning and differentiation of instruction to co-teaching teams.</p> <p>1/2013 and 2/2013 - edisonlearning achievement presented the 4 domains of differentiation to all staff members</p> <p>2/15/2013 - administrative team presented professional development on how to differentiate homework for students</p> <p>3/1/2013 - ELL teacher provided training on how to differentiate instruction for ELL students</p> <p>3/20/2013 - VDOE DTAT provided professional development on differentiation</p> <p>4/17/2013 - Consultants provided professional development on Engaging Every Child Every Day</p>
		Task Completed:	06/05/2013
		4. A literacy team will be formed with representation from teachers in PreK-6.	
		Assigned to:	Lisa Sanders
		Target Completion Date:	09/20/2013
		Comments:	
		5. The Literacy Team will receive training in the use of the five literacy lenses by EdisonLearning Team.	

		Assigned to:	Lisa Sanders
		Target Completion Date:	09/20/2013
		Comments:	
	6. The Literacy Team will train all reading teachers in the use of the five literacy lenses.		
		Assigned to:	Lisa Sanders
		Target Completion Date:	10/11/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 3 of 6 (50%)	

Indicator	K7 - All teachers assess student learning frequently using standards-based classroom assessments. (977)		
Status	Tasks completed: 6 of 7 (86%)		
Assessment	Level of Development:	Initial: Limited Development 10/12/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Benchmarks occur at each grade level 2-6 (3x/yr) Each grade level assesses students weekly	
Plan	Assigned to:	Belinda Rippon	
	How it will look when fully met:	Teachers will use a variety of assessments, benchmarks, chapter tests, classroom projects, curriculum based assessments, in order to identify the strengths and weaknesses among students for identifying students who may need intervention or enrichment and for setting class wide and student goals.	
	Target Date:	06/01/2013	
	Tasks:		
		1. Weekly data meetings facilitated by Data Coach will follow the Classroom-Focused Improvement Process which identifies specific assessments, patterns of class strengths and weaknesses, steps to address the class-level weaknesses, and to determine which students still need additional assistance or intervention	
		Assigned to:	Belinda Rippon
		Target Completion Date:	01/31/2012

		Comments:	<p>Minutes from weekly data meetings documenting the classroom-focused improvement process. Meetings occur every Tuesday during grade level planning time.</p> <p>Teachers completed AYP target charts at every grade level for reading and math, tiering the students and documenting interventions that are in place.</p> <p>On Jan. 10, 2012, AIMS data was reviewed and all students below target in reading and/or math were discussed and new interventions were documented on the AYP target charts. Teachers are to update these as needed.</p> <p>After 2nd nine weeks benchmark, all grades levels 2-6 began completing targeted corrective action plans in the areas of reading in math based on SOL's tested. Teachers targeted students not mastering specific SOL's and planned for their corrective instruction. Corrective Action Plans were reviewed weekly and documentation required. Teachers continued to use this process after the third nine weeks benchmark.</p>
		Task Completed:	05/08/2012
		2. All teachers use common planning time to develop pre, post, and remedial classroom assessments.	
		Assigned to:	Erica Ramsey
		Target Completion Date:	06/01/2012
		Comments:	<p>Grade level minutes documenting planning for pre, post, and remedial common classroom assessments.</p> <p>On January 19, 2012, grade level teachers from both elementary schools in the division met to do horizontal planning sharing strategies that work; as well as, discuss pacing and curriculum alignment issues.</p> <p>February 15th, March 21st, and April 18th continued to be opportunities for grade level teachers from both elementary schools to meet, discuss instructional strategies, and create common assessments. Many of the teachers are using Interactive achievement to create common short-term assessments by specific standard. This process will continue next year.</p>
		Task Completed:	05/08/2012
		4. All teachers will assess student learning frequently by the creation of a classroom data center.	
		Assigned to:	Lisa Sanders
		Target Completion Date:	11/30/2012
		Comments:	<p>During the SIP leadership meeting on 11/28/2012, SIP members toured the school to review classroom data centers. Best practices and needs were shared with team upon return.</p> <p>On 12/4/12, all data walls were reviewed again and the following data collected: 100% of all general education classrooms had data walls in place. The team will continue to monitor walls to ensure data is being tracked and celebrated as a class.</p>
		Task Completed:	12/04/2012
		5. All teachers will assess student learning frequently by training students in self-evaluation/assessment using student data notebooks.	
		Assigned to:	Belinda Rippon
		Target Completion Date:	06/07/2013

		Comments:	<p>12/10/12 - Teachers met and discussed the use and development of a student data binder to facilitate student self-assessment and academic goal setting.</p> <p>12/17/12 - Teachers reconvened to finalize the student "My Story" assessment summary. The "My Story" summary is the front page of each student binder.</p> <p>1/10/13 - Each grade level representative met with a student data binder sample to share with their colleagues. This meeting also served as a sharing and problem-solving time.</p> <p>2/7/13 - All grade levels shared a sample of student data binders at Assessment for Learning Strand meeting. All grade levels have data binders firmly in place.</p> <p>3-28-13 - PLC/PD delivered by Edison Learning on developing student smart goals.</p> <p>4/10/13 - All grade levels brought student data binder to SIP meeting to demonstrate how students are actively participating in setting and tracking smart goals.</p>
		Task Completed:	06/05/2013
	6. Common Assessments will be developed using Measuring Up Live in grades 2-6 to ensure mastery of taught skills and utilized to drive Corrective Instruction Plans.		
		Assigned to:	Brandon Reiter
		Target Completion Date:	06/07/2013
		Comments:	<p>2-14-13 - Turn-key training on Measuring Up Live was presented by grade level reps.</p> <p>2-21-13 - Grade level teams met with assistant principal for training on common assessments from Measuring Up Live</p> <p>2-28-13 - Common Assessment Schedule sent out by LEA</p> <p>3-7-13 - The first round of common assessments through Measure Up Live has been developed.</p> <p>4-8-13 - Common assessments continue to be given in reading, math, and science.</p>
		Task Completed:	04/08/2013
	7. Measuring Up Live data will be analyzed by SIP team and strategies will be developed to assist in improving areas of concern.		
		Assigned to:	Belinda Rippon
		Target Completion Date:	06/07/2013

		Comments:	<p>4/10/13 - Measure Up Live data for 3rd grade science was reviewed as a team. Strategies/Corrective Instruction ideas were shared with teacher. Teacher has been assigned a tutor as part of the 45 day plan. Teacher is using tutor to assist with the remediation of areas of concern.</p> <p>4/24/13 - Measuring Up live comprehensive assessment data was reviewed for Reading, math, and social studies. The following data was shared with team members by grade level reps:</p> <ul style="list-style-type: none"> - 3rd math - 79% pass rate. Teacher has one more week of direct instruction on new material and then will work with identified students in small group to remediate and review. - 3rd grade reading - 70% pass rate. 9 focus students were identified as almost passing. Teachers will use Imagine Learning, Wordly Wise to increase vocabulary, SOL Coach and Measuring Up Live books to provide reinforcement. - 3rd grade social studies - 58% pass rate. 11 students identified as focus. Teacher has been utilizing tutor to provide corrective instruction and remediation for these students. - 4th grade reading - 56% pass rate. 11 focus students have already been discussed at team meetings. - 4th grade math - 39% pass rate - 17 focus students. Edison is helping to support this teacher. - 5th grade reading - 26% pass rate. 12 focus students. Reading teachers are focusing on remediating character development, plot, and conflict. Edison is supporting these teachers and students. - 5th grade math - 45% pass rate. 15 focus students. Weak strands were variables, mean, median, mode, range. Blueprint is highly weighted in these areas and this is the focus of remediations. - 6th grade reading - 65% pass rate with 10 focus students. Teacher is remediating in the areas of root words, summarizing, and questioning. - 6th grade math - 66% pass rate with 8 focus students. Areas of concern are math properties and graphing inequalities. - 6th grade social studies - 91% pass rate with 2 focus students.
		Task Completed:	06/05/2013
	8. Teachers will utilize student data notebooks to establish student learning goals.		
		Assigned to:	Etta Robins
		Target Completion Date:	11/20/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 6 of 7 (86%)

Indicator	K8 - All teachers, working in teams, prepare standards-aligned lessons. (978)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 10/26/2011	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	K-3 plan weekly together. Need vertical alignment with departments	
Plan	Assigned to:	LaShawnda Holman	
	How it will look when fully met:	All teams will prepare standards-aligned lessons with thought to prerequisite skills, on target skills, and skills that will come in the next grade. Teams will meet as grade levels as well as vertically to ensure alignment across grade levels.	
	Target Date:	06/01/2013	
	Tasks:		
	1. Grade level teams will meet weekly to prepare standards-aligned lessons.		
		Assigned to:	Lyndsey Trierweiler
		Target Completion Date:	12/16/2011
		Comments:	2011-12 school year: All grade levels met weekly to plan as a team using division's curriculum and pacing guides.
		Task Completed:	12/16/2012
	2. Create times for vertical teams and departments to meet (3-6) in order to ensure vertical alignment of skills, vocabulary, and instructional processes is occurring.		
		Assigned to:	LaShawnda Holman
		Target Completion Date:	06/01/2013
		Comments:	2/20/13 - Vertical science department team meeting occurred during early release. Grades 2, 3, 5, and 6 met. 6/6/13 - vertical teaming needs to be developed next school year.
		Task Completed:	06/05/2013
	3. Create times for vertical teams and departments to meet in order to ensure vertical alignment of skills, vocabulary, and instructional processes.		
		Assigned to:	Jackie Smith
		Target Completion Date:	01/31/2014
		Frequency:	monthly
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	

Indicator	K9 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)		
Status	Objective MetAdd a Task 5/13/2012		
Assessment	Level of Development:	Initial: Limited Development 10/26/2011	
		Objective Met - 05/13/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	professional development needed	
Plan	Assigned to:	Maxwell Merick	
	How it will look when fully met:	Teachers in our school will provide sound instructional strategies through teacher expectations and efficacy, by providing optimal time on task, utilizing classroom management and organization to maximize time on task, move through curriculum rapidly but in small steps to minimize frustration, incorporate active teaching in order to build concepts and understanding, monitor each student's progress and provide feedback and remedial instruction as needed in order to ensure mastery, and maintain pleasant and friendly classrooms.	
	Target Date:	06/01/2013	
	Tasks:		
		1. Teachers will participate in observing their peers looking for sound instructional practices ie. formative assessment and differentiation.	
		Assigned to:	Susan Panek
		Added date:	11/17/2011
		Target Completion Date:	04/20/2012
		Comments:	Collect peer observation logs. Grade level minutes indicating discussion of what was learned from observation. Documenting with anecdotal records meeting with teacher who was observed. Peer observations were completed during the week of February 13th. During the week of February 20, PLC teams shared out instructional practices and administrator compiled a list of strategies to share with school.
		Task Completed:	02/27/2012
		2. 5th grade teachers will utilize multiple modes of instruction to provide corrective teaching in the area of writing based on benchmark data.	
		Assigned to:	Lisa Sanders
		Added date:	02/08/2013
		Target Completion Date:	03/30/2013

		Comments:	<p>1-4-13 - Administration met with 5th grade team to review the school's writing plan. Administrative team is planning lessons for 5th grade team to model and support their professional development.</p> <p>1-7-13 - School's writing plan was implemented by 5th grade team and supported by administration. Monday's are station days, where students rotate to 3 stations every 20 minutes within the classroom. Stations include two direct instruction stations and one technology station. Tuesday's are grammar/interactive achievement assessment days. Wednesdays, students get mixed up and rotate to all 3 5th grade classrooms for interactive instruction. Thursdays, students write to a prompt using Test Nav. Fridays are conferencing days.</p> <p>2-4-13 - 5th grade team is now planning their lessons. They are shared with and reviewed by administrative team weekly.</p> <p>3-1-13 - Students were divided into Tiers during the month of March to provide corrective teaching in identified areas of writing using weekly assessment data.</p> <p>3-25-13 - A pre-sol event was held with 5th and 6th grade students as a motivation for SOL testing.</p>
		Task Completed:	03/25/2013
Implement	Percent Task Complete:		
	Objective Met:		5/13/2012
	Experience:		<p>5/13/2012</p> <p>Teachers found value in observing their peers to look for new instructional strategies, classroom management techniques, etc. All grade level teams shared the results from their peer observations during weekly PLC's.</p>
	Sustain:		<p>5/13/2012</p> <p>Peer observations will become a standard practice in our building in order to grow as professionals.</p>

Evidence:

5/13/2012

INSTRUCTIONAL TIPS collected from peer observations

1. Read passage and discuss
2. Asked questions, went over each answer, and explained why it was right or wrong.
3. Whisper share with each other
4. Management – 5 fingers (1 – eyes on me, 2 – bottom on seat...)
5. Technology on net book – graphing numbers
6. Applied topic to real world situations
7. Modeled, then guided practice, then independent practice
8. Use of manipulative
9. Charting and graphing
10. Homework based practice
11. Taught and modeled expectations for activity
12. Mental check “ 1 – 2 – 3- -4”
13. “Do you hear me talking in your brain” – Think alouds
14. Use of students as models
15. Thumbs up/down
16. Wait time and prearranged signals to answer
17. Scavenger hunt
18. Cool timer to start and stop activity
19. Individual student conferencing
20. Use breathing activities to calm down between transitions
21. Index cards for compare and contrast of a topic. Write down, then pair and share.
22. Revisiting the objective of the day at closure.
23. Hands on
24. Blooms posted – evidence of higher level questions
25. Clickers, geoboards, sorts
26. Dry erase boards
27. Critical thinking skills
28. Asking “why” or “how”
29. Singing to kids
30. Actively involving students
31. Student powerpoint presentation - rubric
32. Questions for clarity
33. Students did evaluations of other student presentations
34. Stems were written for questions
35. Different wait time for level of questions
36. Vocabulary assigned to pairs of students to bring back and share
37. Using context clues from a passage. Questioning to find meaning.
38. Graphic organizers
39. Visualizing showing understanding of the content.
40. Used a concrete object to summarize and student had to tell the object what he/she learned away.
41. Checking for understanding using hand signals
42. Have students explain why their answers – provide proof
43. Putting students in charge of wait time – using the QUILT stop sign
44. Using sticky notes to respond to questions – sorting sticky notes into categories
45. Scaffolded questions

Indicator	K10 - All teachers demonstrate sound homework practices and communication with parents. (980)		
Status	Tasks completed: 4 of 5 (80%)		
Assessment	Level of Development:	Initial: Limited Development 10/12/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	K - weekly newsletters and progress reports 1st grade - weekly newsletters and semimonthly progress report 2nd-3rd - semimonthly reflection reports - newsletter 4th grade - newsletter and progress reports every 2 weeks 5th grade - progress reports every 2 weeks 6th grade - semi-monthly newsletter, progress reports every 2 weeks.	
Plan	Assigned to:	Etta Robins	
	How it will look when fully met:	Two way communication between parents and school that directly relates to children's academic progress. Teachers reach out to parents directly and personally.	
	Target Date:	06/01/2013	
	Tasks:		
		1. The Title I Parent Advisory Committee supported by the Virginia Parent Resource Information Center will meet monthly planning activities which support parent involvement.	
		Assigned to:	Shantell Owens
		Target Completion Date:	06/01/2012

		Comments:	<p>Committee member will report to the school transformation team events planned and supported by the Parent Advisory Committee.</p> <p>Survey results as indicated in the Title I Parent and Teacher Survey - Shared at the 1/25/12 meeting</p> <p>Top Strengths Identified By 2011 Title I Parent & Teacher Surveys</p> <p>Parents Teachers</p> <p>Parents are expected to see that their children complete homework. 54% Students are expected to behave properly. 100%</p> <p>If a teacher has a concern about a student, the parents will listen and help. 52% Students are encouraged to do their best work. 100%</p> <p>Homework is very important at the school. 52% If a parent has a concern about a child, the teachers will listen and help. 94%</p> <p>Students are encouraged to do their best work. 50% The school is safe and orderly. 91%</p> <p>Teachers regularly assign homework. 49% Teachers regularly assign homework. 82%</p> <p>Teachers contact parents to discuss their children's academic progress. 82%</p> <p>2/22/12 - Title I Parent Involvement team rep. reports out. On January 30th, the team organized a parent chat - focused on 4 key questions to drive discussion with parents. (improve communication between home and school, study skills, exciting place to learn for all, increase parent engagement. 20 parents turned out for the chat.</p> <p>Parent concerns: newsletters, walking laps for homework is concern, wanted electronic communication.</p> <p>Title I Group has met to begin action planning as a group on February 21, 2012.</p> <p>Creation of goals for committee on March 1, 2012.</p> <p>More parents join committee - March 15, 2012.</p> <p>Title I Group continues to meet twice a month to assist the school in its transformation process.</p>
		Task Completed:	05/25/2012
		2. Teachers will reach out to parents on a consistent basis.	
		Assigned to:	Shantell Owens
		Target Completion Date:	12/01/2011

		Comments:	<p>Record contacts with parents. Gradel levels report out at meetings.</p> <p>New Parent-School Compact sent home to all families September 2011.</p> <p>Parent Survey sent home October 2011. On Parent Conference night, parents encouraged to complete online survey as another venue of answering the survey.</p> <p>All grade levels sending newsletters home (at least) twice a month. Newsletters include homework schedule. - consistently back in place - Jan. 13, 2012</p> <p>All parents are contacted at least once per nine weeks via phone and/or face to face.</p> <p>Syllabus sent home to every student which included homework policy and grading policy.</p> <p>Office memos will be placed in a binder in the parent corner to help keep parent's updated.</p>
		Task Completed:	01/25/2012
		3. Bi-monthly newsletters informing parents of current and upcoming units of study will be created and sent home. Copies of newsletters will be kept in Parent Room.	
		Assigned to:	Etta Robins
		Target Completion Date:	03/01/2013
		Comments:	<p>12/4/12 - All grade levels sent home parent newsletters.</p> <p>1/9/13 - 1st, 2nd, 5th, and 6th grade newsletter sent home</p> <p>1/14/13 - 2nd grade newsletter sent home</p> <p>1/22/13 - PreK newsletter sent home</p> <p>1/28/13 - Kindergarten and 2nd grade newsletter sent home</p> <p>2/6/13 - 1st and 2nd grade newsletter sent home</p> <p>2/11/13 - Kindergarten and 2nd grade newsletter sent home</p> <p>2/18/13 - PreK and 2nd grade newsletter sent home</p> <p>2/25/13 - 2nd grade newsletter sent home</p> <p>3/4/13 - Kindergarten newsletter sent home</p> <p>3/5/13 - 1st and 2nd grade newsletter sent home</p> <p>3/11/13 - 1st and 2nd grade newsletter sent home</p> <p>3/18/13 - Kindergarten, 1st, 2nd, and 6th grade newsletter sent home</p> <p>3/25/13 - 1st and 2nd grade newsletter sent home</p> <p>4/8/13 - PreK, 2nd, and 5th grade newsletter sent home</p> <p>4/15/13 - Kindergarten and 2nd grade newsletter sent home</p> <p>4/22/13 - 1st and 6th grade newsletter sent home</p> <p>4/29/13 - Kindergarten newsletter, 1st, and 2nd grade sent home</p> <p>5/1/13 - PreK newsletter sent home</p> <p>5/6/13 - 1st, 2nd, and 4th grade newsletter sent home</p> <p>5/13/13 - Kindergarten and 2nd grade newsletter sent home</p> <p>5/20/13 - 1st and 2nd grade newsletter sent home</p> <p>5/28/13 - 2nd grade newsletter</p> <p>6/7/13 - Kindergarten newsletter sent home</p> <p>6/5/13 - GT teacher sends home newsletter to all identified students weekly. This has been consistent throughout the school year.</p>
		Task Completed:	06/05/2013
		4. Student Communication Club will create a monthly community newsletter sharing the news of the school.	

		Assigned to:	Diane Crockett
		Target Completion Date:	04/15/2013
		Comments:	12/3/12 - Student communication club led by two staff members held its first meeting. 12//18/12 - KES newsletter was sent home to all families. 1/29/13 - January Dolphin Talk circulated to parents and community 3/1/13 - March Dolphin Talk circulated to parents and community 3/29/13 - April Dolphin Talk circulated to parents and community, 5/17/13 - May Dolphin Talk and final one for the year This club will continue next school year.
		Task Completed:	06/04/2013
	5. The school will establish a unified newsletter where all teams will provide parents and community with updated homelearning information.		
		Assigned to:	Korrin Nash
		Target Completion Date:	12/13/2013
		Comments:	notes of dates newsletters go home
Implement	Percent Task Complete:		Tasks completed: 4 of 5 (80%)

Indicator	K11 - All teachers employ effective classroom management. (981)		
Status	Tasks completed: 4 of 7 (57%)		
Assessment	Level of Development:	Initial: Limited Development 10/26/2011	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	ESD team leaders will lead a professional development for staff. TTAC	
Plan	Assigned to:	Michael Brickhouse	
	How it will look when fully met:	Teachers will utilize foundations and structures of positive behavior supports in order to be proactive when addressing disciplines. Systems that focus on the negative will disappear from the school culture; replaced by positive systems.	
	Target Date:	06/01/2013	
	Tasks:		
		1. ESD team will provide professional development for school staff on postive behavior supports.	
		Assigned to:	Stacee Bell
		Target Completion Date:	02/22/2012

		Comments:	<p>meet with chair for ESD to plan professional development for staff</p> <p>ESD team sent out a refresher powerpoint to all staff members on January 22, 2012</p> <p>ESD coaches attended leadership meeting on March 14th, to share their concerns and obstacles about running ESD and how to do it well. We will begin with a beliefs survey in the next month to all staff and then begin action planning for next year.</p> <p>Staff members completed a beliefs survey via Survey Monkey and results were shared with Assistant Superintendent to assist with planning for next school year.</p> <p>May 9, 2012 - Edison VPES presented on how we can combine the Edison Values with the ESD principles to create and maintain a community code for KES. This task will be ongoing for the 2012-13 school year.</p>
		Task Completed:	05/09/2012
	2. All teachers will be trained on implementing wait time strategies.		
		Assigned to:	LaShawnda Holman
		Target Completion Date:	05/24/2013
		Comments:	3/19/13 - Wait time strategy training provided by edisonlearning during PLC's.
		Task Completed:	03/19/2013
	3. All teachers will participate in a turn-key training by their grade level representative who attended effective classroom management strategies conference.		
		Assigned to:	Brandon Reiter
		Target Completion Date:	02/15/2013
		Comments:	11/15/12 - Teacher grade level representatives facilitated a training on Win Win classroom management strategies to their colleagues during their weekly PLC/PD time.
		Task Completed:	11/15/2012
	4. The team will participate in PBIS training to prepare for the 2013-14 school year.		
		Assigned to:	Michael Brickhouse
		Target Completion Date:	06/07/2013
		Comments:	<p>4-25-13 - Identified members of SIP team received PBIS training from TTAC reps.</p> <p>5-1-13 - SIP members who participated in training on 4-25 shared information with entire SIP team.</p>
		Task Completed:	06/03/2013
	5. As part of the school improvement plan goals of developing positive student behaviors, an agreed upon set of student expectations for behavior will be established, posters printed and a location in every classroom determined and teachers will teach the code to every student in classes during the first quarter.		
		Assigned to:	Michael Brickhouse
		Target Completion Date:	11/13/2013
		Comments:	identify dates trainings occur, posters are put in place, and teaching occurs in classroom. Task should be closed by the end of the 1st quarter.
	6. Community Code expectations will be consistently enforced by all teachers in a positive, student supportive manner.		

		Assigned to:	LaShawnda Holman
		Target Completion Date:	11/13/2013
		Comments:	
	7. The school will establish a unified newsletter where all teams will provide parents and community with updated homework information.		
		Assigned to:	Korrin Nash
		Target Completion Date:	06/06/2014
		Frequency:	monthly
		Comments:	Collect samples of newsletters monthly from each grade level
Implement	Percent Task Complete:		Tasks completed: 4 of 7 (57%)

REQUIRED for Targeted Interventions**Targeted Intervention Indicators**

Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)
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Status	Tasks completed: 3 of 4 (75%)
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Assessment	Level of Development:		Initial: Limited Development 02/21/2013	
	Index:		3	(Priority Score x Opportunity Score)
	Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Initial identification of at risk students occurred during September Data Team Meetings. SOL results, Universal Screening, PALS scores, WIDA scores, eValue scores for Reading and Math, and Benchmark scores for Social Studies and Science were used to determine students at risk for failing. Remediation and tiered interventions were identified for at risk students. These students are monitored during weekly data team meetings.	
Plan	Assigned to:		Belinda Rippon	
	How it will look when fully met:		When this objective is fully met, Kiptopeke Elementary School (KES) will have documentation to demonstrate that grade level monthly Tiered Intervention Data Summary meetings were held to identify and monitor all students who are at risk of failing or in need of targeted interventions (Tier II, Tier III, Gap Groups). During these monthly data meetings, information from a variety of sources (SOL, eValue, PALS, benchmark assessments, classroom performance, Power-Up data, intervention data) will be reviewed along with information from the tracking of student performance as discussed during weekly data team meetings. In addition to the monthly Tiered Intervention Data Summary meetings, the KES School Improvement/ Leadership Team will meet monthly to review this data, make appropriate recommendations, and to document recommendations and/or actions in the Indistar program.	
	Target Date:		06/07/2013	
	Tasks:			
		1. The teachers will administer the Universal Screening (K-6), PALS (K-3), and eValue (3-6) assessments during the first quarter of school.		
		Assigned to:	Susanne Spady	
		Target Completion Date:	11/06/2012	
		Comments:	9/21/12 - All students completed Universal Screening assessment. 11/6/12 - All students in grades K-3 completed PALS assessment. 9/18/12 - All students in grades 3-6 completed the initial eValue assessment in Reading and Math.	

		Task Completed:	11/06/2012
		2. All teachers will meet during monthly Tiered Intervention Data Summary meetings to review any reading and math data collected in order to identify students who are at risk of failure.	
		Assigned to:	Subrina Parker
		Target Completion Date:	06/07/2013

		<p>Comments:</p> <p>9/25/12 - Tiered Intervention Data Summary Meeting 10/16/12 - Tiered Intervention Data Summary Meeting 11/20/12 - Tiered Intervention Data Summary Meeting 12/18/12 - Tiered Intervention Data Summary Meeting 1/22/13 - Tiered Intervention Data Summary Meeting 2/26/13 - Tiered Intervention Data Summary Meeting for Reading. Quarterly data review using benchmark data, eValuate, Power Up data, classroom data, AIMS, data, PALS. Based on these assessments. The number of students identified at each grade level are: Tier3: 3 students. 1st grade: 14 students. 2nd grade: Tier 3: 8 students. Tier 2: 9 students. 3rd grade: Tier 3: 7 students Tier 2: 11 students. 4th grade: Tier 3: 7 students. Tier 2: 10 students. 5th grade: Tier 3: 11 students. Tier 2: 1 student. 6th grade: Tier 3: 9 students. Tier 2: 5 students. 3/5/2013 - Tiered intervention data summary for math. Quarterly data review using benchmark data, eValaute, Power Up data, AIMS data, classroom data. 4/9/13 - Tiered intervention data summary for reading. Common assessment data from Measuring Up Live was added as another data point for discussion. The number of students identified at each grade level are: Kindergarten: Reading Tier 3 - 3 students, Math - 7, 5 students have moved to Tier 1. 1st grade: Reading Tier 3 - 13 students, 3 of these have moved to Tier 2, 3 at Tier 3. Math - 11 students, 2 students have moved to Tier 1. 2nd grade: REading Tier 3 - 9 students, 1 student has moved to TIer 2, Tier 2 - 7 students. Math - Tier 3 - 23 students - 9 have moved to Tier 2. 3rd grade: Reading Tier 3 - 5 students, TIer 2 11 students. Math TIer 3 12 students, Tier 2 5 students. 4th grade: Reading Tier 3 - 10 students, Tier 2 - 6 students. Math - 4 students have moved from Tier 2 to Tier 1. 12 Students TIer 2 and 10 TIer 3. 5th grade: REading 1 student has moved from Tier 2 to Tier 1. Tier 3 - 9 students. TIer 2 - 1 student. Math - 4 students have moved from Tier 3 to TIer 2. 6th grade: Reading TIer 3 - 7 students. 1 student has moved from Tier 2 to Tier 1. 4 students remain at Tier 2. Math - 7 students have moved from Tier 2 to TIer 1. 4 students in Tier 2, and 2 in TIer 3. 5/13/13 - Last Tiered Intervention Data meeting prior to SOL testing. The number of students receiving supports at each grade level is as follows: Kindergarten - Reading Tier 3 - 3 students. 1 has moved to to Tier 2 as determined by PALS. Math - 8 students at tier 3 and 3 have moved to Tier 1 for Number ID. 1st grade Reading - 17 students at Tier 3. 2 have moved to Tier 2. 19 students were identified by PALS. 2nd grade - Reading - 8 students are at tier 3, 1 has moved to tier 2 based on PALS. 8 students are at tier 2. Third Grade - REading - 5 students are at Tier 3, 11 students are at Tier 2 and 1 of these is moving to TIer 1 based on comprehensive exam. 4th grade - REading - 10 students are at Tier 3 and 6 are at Tier 2 with one moving to tier 1 based on comprehensive exam. 5th grade - Reading - 10 students at Tier 3 and 1 at Tier 2 who will move to Tier 1 based on Educateonline data. 6th grade - Reading - 7 students at Tier 3 and 4 at tier 2.</p>
		<p>Task Completed:</p> <p>06/03/2013</p>

		3. The administrative team will create a instrument to identify and tier students based upon individual data, in order to provide targeted interventions. Teachers will be trained on the use of this instrument	
		Assigned to:	Elizabeth Fennell
		Target Completion Date:	10/30/2012
		Comments:	9/7/12 - Administrative team created tool. 9/25/12 - Instructional teams met and agreed upon specific data that is used to identify tiers. Instructional teams were also trained on the use of the tool. (Wise Way 2931)
		Task Completed:	09/25/2012
		4. Teachers will use PALS, MAP, AIMSweb, and/or SOL data to identify students needing interventions.	
		Assigned to:	Victoria Miller
		Target Completion Date:	01/31/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 3 of 4 (75%)

Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 02/21/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Students identified are placed in the following interventions based on PALS scores, Universal Screening, ELL level, IEP PLOP, and SOL Scores. Reading & Math: Tier I - Classroom instruction, Tier II - Small group instruction, Corrective Instruction Plan, PALS remediation, Tier III - Small group instruction, Individual remediation, Corrective Instruction Plan, PALS Quick Checks. All students receive remediation or enrichment during a daily scheduled period.	
Plan	Assigned to:	Lisa Sanders	
	How it will look when fully met:	A tiered, differentiated intervention process will be in place for both mathematics and reading that will be aligned with the individual needs of identified targeted students. Data will be maintained and reviewed weekly, monthly, and quarterly to document all interventions and student progress. Data will include type, frequency, and effectiveness of the reading and math interventions.	
	Target Date:	06/07/2013	
	Tasks:		
		1. The administrative team will establish a Power-Up period in the daily schedule to provide tiered interventions and enrichment in reading and math for identified students.	
		Assigned to:	Subrina Parker
		Target Completion Date:	09/20/2012
		Comments:	9/7/12 - Power-Up schedule was completed and implemented.
		Task Completed:	09/07/2012
		2. Instructional staff will provide an after-school research based intervention program that focuses on math and reading for students in grades 3-6 who are in Tier II & III and at risk for failing. Tutoring is offered twice each week and focused on assessment data and individual needs for instruction.	
		Assigned to:	Brandon Reiter
		Target Completion Date:	06/07/2013

		Comments:	<p>1/15/13 - Teachers were provided various math and reading research based interventions to be considered rather than a "one size fits all" approach. (Wise Ways 2932).</p> <p>2/4/13 - Tutoring information was sent home to parents of students in grades 3-6.</p> <p>2/07/13 - Parents of students receiving a D or F on their report card, were personally contacted by the administrative team and guidance counselor to encourage enrollment in the program.</p> <p>2/11/13 - After school tutoring began.</p> <p>2/20/13 - 95 students in grades 3-6 are enrolled in after school tutoring.</p> <p>3/15/13 - 111 students in grades 3-6 are enrolled in after school tutoring.</p> <p>5/6/13 - 92 students in grades 3-6 attending on a regular basis through the month of May.</p> <p>5/14/13 - Last day of after school program. Post test results are as follows: 3rd grade reading - 19 students 65% average, math - 55%. 4th grade - 21 students - reading average - 47%, math average - 62%. 6th grade - 24 students - reading average - 77%, math average - 80%.</p>
		Task Completed:	06/04/2013
	3. As indicated by last year's SOL data, Power Up implementation needs to be redesigned to better support student learning.		
		Assigned to:	Brandon Reiter
		Target Completion Date:	09/13/2013
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	

Indicator	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 02/21/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers meet weekly to review and discuss initial student data.	
Plan	Assigned to:	Belinda Rippon	
	How it will look when fully met:	School staff members will work collaboratively to collect data on a daily basis and then meet weekly to discuss that data and the interventions currently in place to ensure that all targeted intervention students are provided the specific, timely instruction needed to meet state standards. Month grade level Tiered Intervention Data Summary meetings, which will include grade level teachers, specialists, and the administration will also be utilized to track student progress across the grade level and to monitor the effectiveness of the interventions in place.	
	Target Date:	06/07/2013	
	Tasks:		
		1. Instructional teams will meet monthly to monitor the outcomes of targeted interventions for students in Tiers II or III and Gap Groups. Those Interventions that are not working will be changed.	
		Assigned to:	Elizabeth Fennell
		Target Completion Date:	06/07/2013
		Comments:	9/25/12 - Instructional teams met to monitor and discuss and effectiveness of interventions (Wise Ways 2933). 9/25/12 - Teachers were introduced to the Tiered Interventions Data Summary (TIDS) tracking form. Individual student tracking forms will be updated during monthly TIDS meetings. Progress monitor happens via the following data points: AIMSweb, PALS, eValueate, and classroom data. October 2013 - Reading interventions used for grade levels are as follows: K and 1 - Foundations, Reading Mastery, Early Success. 2 and 3 - Walpole and McKenna, Reading Mastery, Corrective Reading. 4 and 5 - Corrective Reading, Wordly Wise, REading Mastery, Soar to Success. 6th - Read 180, Corrective Reading, CLOZE comprehension strategy. Math Interventions: K and 1 - direct tutor support on specific skills. 2 and 3 - ST Math. 4 and 5: direct instruction and tutor supports on specific skills, Timez Attack. Grade 6 - I Can Learn Math and direct instruction and tutor supports. December 2013 - Data was reviewed for students identified as needing supports for reading and math. Interventions were monitored and assessed. The following decisions were made: K and 1: use Imagine Learning for those students who are ELL

			<p>and for 5 Tier 3 students. K and 1 math: utilize drill sandwich and push and say. 6th - stop Read 180 based on teacher feedback and needs of students. This group of 6 students will now be using Wordly Wise direct instruction in vocabulary as their intervention. AIMS Universal Screening will be replaced by NWEA MAPS adaptive test.</p> <p>January 2013 - Data was reviewed for students identified as needing supports for reading and math. Interventions were monitored and assessed. The following decisions were made: K Math - add Touch Math. K-2 reading - all students id'd by PALS must be provided intervention and monitored in specified weaknesses using PALS Quick Checks. New Power Up plan was adopted to focus on identified weaknesses on MAPS assessment (K-2 focus on reading, 3-6 focus on math if student is receiving Tier 3 program intervention, or reading if they are not involved in a specific program.) 6th grade math - stopped using I Can Learn Math based on teacher feedback and data.</p> <p>February/March 2013 - Data was reviewed for students identified as needing supports for reading and math. Interventions were monitored and assessed. The following decisions were made: Grades 3-6 - last eValue assessment given. Measure Up Live will be used as the common assessment tool in the area of reading, math, and science for students in grades 2-6. Grades 3-6: Computer Lab will be open in the morning for students to work on Imagine Learning Intervention daily with monitored by ELL teacher. Math Grades 3-6: utilize Edison Learning's Focus Five. Grades 3-6: utilize Study Island.</p> <p>April/May 2013 - Data reviewed for students identified as needing supports for reading and math. 47 students were identified as needing extra support using EducateOnline in the areas of reading or math. 19 students in grade 3, 13 in grade 4, 9 in grade 5, and 6 in grade 6. School grade level increase in the area of reading is .91 and math .71. Of the 47 students participating in Educate online, there is a 28% pass rate in reading and a 41% pass rate in math. All 5th and 6th grade math students will also complete the 20 day test prep from I Can Learn Math. 6th grade math has a preliminary pass rate of 84% and 5th grade math has a preliminary pass rate of 43%.</p>
		Task Completed:	06/10/2013
		2. Teachers will use multiple data points and a variety tools to assess and track student progress based upon the targeted intervention. (Wise Ways 2933)	
		Assigned to:	Gary Castro
		Target Completion Date:	06/07/2013

		Comments:	<p>12/11/12 - Data is discussed at monthly Tiered Intervention Data Summary meetings. MAP data became available as an additional data point for monitoring student progress.</p> <p>1/3/13 - Grade level representatives attended MAP training for disaggregating student data and used for identification of student groups.</p> <p>2/3/13 - Teachers received a universal data tracking form to be used to measure student progress with specific interventions.</p> <p>2/21/13 - Teachers received turn-key training on common assessment tool, Measure Up Live.</p> <p>3/7/13- Common assessments created for reading, math, and science on Measure Up Live. This another data point for teachers to use when making decisions about students.</p> <p>4/9/13 - Tiered intervention data summary meetings added common assessment data as another data point for consideration of intervention effectiveness.</p> <p>4/11/13 - 5th and 6th grade math teachers provided training on I Can Learn Math as a tool for test prep. 20 lessons designed to prepare students for SOL test based on blueprints. This will be utilized by all students as a review.</p> <p>5/1/2013 - 47 students identified to participate in a 20 hour test preparation from EducateOnline.</p> <p>5/13/13 - Last Tiered intervention data summary meeting prior to SOL testing.</p>
		Task Completed:	06/03/2013
	3. During monthly Tiered Intervention Data Meetings, student specific interventions will be reviewed and decisions made on whether or not interventions are effective, intervention changes will be documented on TIDS forms and new or adjusted interventions will be monitored for effectiveness.		
		Assigned to:	Belinda Rippon
		Target Completion Date:	01/31/2014
		Comments:	TIDS meetings will be recorded by Data Coach on TIDS documents and shared with Principal and administrative team monthly.
Implement	Percent Task Complete:		Tasks completed: 2 of 3 (67%)